DOCUMENT RESUME

ED 242 181 EC 162 152

AUTHOR	Doering, Katherine Frey; Hunt, Pamela Culp
TITLE	Inventory Process for Social Interaction. IPSI.
INSTITUTION	San Francisco State Univ., Calif.; San Francisco Unified School District, Calif.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	[83]
CONTRACT	300-80-0745
NOTE	191p.; A part of Project REACH. For related documents, see EC 162 153-156.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Curriculum Development; Elementary Secondary Education; *Individualized Education Programs; *Interpersonal Competence; Learning Activities; *Severe Disabilities; Social Development; Student Evaluation; Teaching Methods
IDENTIFIERS	Project REACH; *Social Interaction

ABSTRACT

The first of five volumes on Project REACH (Regular Education for All Children with Handicaps) describes an approach for assessing and programing for the social skills needs of students with severe disabilities. Three major categories of social skills--social exchange, social rules, and body posture--are addressed. A section on assessment covers community and classroom environments. Individual education program objectives are considered as part of a process that trains basic skills within and across critical activities. A chapter on instruction addresses fundamental concerns of how, where (instructional and generalization environments), and when (scheduling) to provide social skills training. A model for integrating severely disabled and nondisabled students in regular public and community settings is described. A final section offers curriculum ideas for leisure, community, domestic, and vocational activities. Appended materials include sample observation and evaluation forms. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED242181

Inventory Process for Social Interaction IPSI

EC 162152

reach

REGULAR EDUCATION FOR ALL CHILDREN WITH HANDICAPS

2

INVENTORY PROCESS FOR SOCIAL INTERACTION

(I.P.S.I.)

by

Katherine Frey Doering and Pamela Culp Hunt

Editor: Jane Margold

The I.P.S.I. was developed through the cooperative efforts of San Francisco State University and San Francisco Unified School District.

Wayne Sailor, Ph.D. - Principal Investigator

Notice

This publication was produced to fulfill requirements of Project REACH (Contract Number 300-80-0745), which was funded by the U.S. Department of Education, Special Education Programs. The content, however, does not necessarily reflect the position or policy of SEP/ED and no official endorsement of these materials should be inferred.

ACKNOWLEDGMENTS

Many individuals offered valuable input and support during the development of this manual. We'd like to thank the REACH staff for assistance and guidance; Blair Roger, for contributing the Training Research Group (TRG) assessment materials and assisting in the initial design phase; Robert Gaylord-Ross, Nan Graham, and Mary Jane Klope, for providing the descriptions or examples in the section on Social Skill Programs, and the Training Resource Group (TRG)* for allowing us to use the materials from the Individualized Curriculum Sequencing Model.

We especially want to acknowledge Chesca Piuma for her advice and encouragement, and Wayne Sailor for taking the time to review the manual and offer valuable feedback.

For their outstanding services in typing, we'd like to thank Jim Nance and Barbara Brautigam. We'd also like to thank Laura Zoller for her excellent charts.

* TRG is part of the Special Education Resource Network (SERN), which is funded by the California State Department of Education, Office of Special Education, Personnel Development Unit.

Table of Contents

1. TRAINING STUDENTS WITH SEVERE DISABILITIES IN SOCIAL SKILLS - AN OVERVIEW. 1
   A. The Purpose of the Inventory Process for Social Interaction (IPSI) Manual. 2
   B. The Audience for the IPSI 2
   C. A Definition of Social Skills 2
   D. Three Major Categories of Social Skills 3
   E. Developing and Implementing a Social Skills Curriculum 5
   F. The Content of the Manual 5

2. ASSESSING THE STUDENT'S PRESENT LEVEL OF PERFORMANCE. . 8
   A. Community Inventories 8
   B. Observing the Social Skills of the Student in Classroom/Non-Classroom Environments. 14
   C. Assessments from Ancillary Staff. 16
   D. The Parent/Teacher Interview. 17

3. DEVELOPING INDIVIDUAL EDUCATION PLAN (IEP) OBJECTIVES . 38
   A. Moving from Assessment to Program Development . . . 38
   B. A Strategy for Combining Basic Needs with Critical Activities 42
   C. A Strategy for Developing IEP Objectives. 45

4. PROVIDING INSTRUCTION - SOCIAL SKILL PROGRAMS 47
   A. How Instruction is Implemented. 47
   B. Where to Provide Training in Social Skills: Instructional and Generalization Environments. 66
   C. When to Provide Social Skills Training: Scheduling 79

5. INTEGRATION OF SEVERELY DISABLED AND NONDISABLED STUDENTS. 82
   A. Integration Defined 82
   B. The Reasons for Developing an Integration Model . . 82
   C. How to Develop and Implement an Integration Model in Regular Public Schools and Community Settings 83

6. CURRICULUM IDEAS. 91
   A. Leisure Activities. 91
   B. Community Activities. 115
   C. Domestic Activities 130
   D. Vocational Activities 136

APPENDIX. 145
Social Skills Observation Form (sample form). . . . 146
Weekday Schedule - Worksheets 1-3 (sample forms). . 147
Preliminary Summary of Priority Activities (sample form) 151
Parent Preferences: Future Activities-Environments (sample form). 152
Information Related to Social Skills, Communication System, Appropriate/Inappropriate Behavior Physical Functioning (sample form). 153
Teacher's Summary of Basic Skills and Critical Activities in all Curricular Domains (sample form). 154
Basic Skills - Critical Matrix (sample form) . . . 155
Unstructured Leisure Time (sample form). 156

REFERENCES. 157

GLOSSARY. 158

1. TRAINING STUDENTS WITH SEVERE DISABILITIES IN SOCIAL SKILLS -- AN OVERVIEW

This book starts with the premise that all human beings are social creatures. Even when people seem inattentive to their surroundings, their gestures, facial expressions, and body posture show that they're aware of others and almost constantly engaging in social encounters. Current data on newborn infants, for example, now show that only moments after birth, the neonate can tune certain of her senses into the people around her. Like the newborn, a student sitting motionless at a boring college lecture may appear to be socially isolated, but his body position and facial expression will indicate a particular orientation to the lecturer and to the students around him. Similarly, even the most profoundly disabled person can show awareness of others through subtle eye movements and body gestures. Other disabled individuals can convey a rich array of social behaviors, from play interactions to enthusiastic cooperation with others.

From the idea that all people display social awareness comes a second premise: that every individual can be taught to advance the level and number of her social skills. Although there has been much more research on teaching people with severe disabilities self-care and communication, some investigators have shown that this population can also learn important social behaviors (Sailor and Guess, 1983; Brown, Hamre-Nietupski, Lyon, Branston, Falvey and Gruenewald, 1978). All teaching may, in fact, be viewed as social in nature. When a teacher instructs a student to button his shirt, there is a social exchange between a student and teacher. Even if the immediate objective of the lesson was to learn the specific task of shirt buttoning, the student demonstrated the ability to process and act upon information from another person, as he carried out the objective. Thus, the lesson could be conceptualized as a social encounter, in which the student had to adapt his behavior to the requests of another person.

A. The Purpose of the Inventory Process for Social Interaction (IPSI) Manual

Generally, though, when this manual talks about social skills, it is referring to an exchange of behaviors that are more explicitly socializing in nature. One purpose of the IPSI is to describe many of the social exchanges that people with severe disabilities can learn to engage in. But the book's major emphasis is on providing a decision-making process that will enable those who work with severely disabled students to assess the social skill needs of each student, and meet those needs by designing and implementing an appropriate individualized curriculum.

In reading the suggestions presented here, it's important to remember that no matter what the characteristics and needs of a particular student are, all people are social and all students can be taught to improve their present level of social functioning. Too often the labels for disabling conditions include the terms socially withdrawn, antisocial, self-directed, or asocial. Such diagnostic terms imply that the individual is forever set in a mold of limited social capability. The philosophy behind this manual is that students should not be characterized in terms of their deficits or limitations. Rather, their existing social behaviors should be enumerated, and plans for teaching the next set of appropriate social skills should be developed and implemented.

B. The Audience for the IPSI

Since teachers are likely to be the people who will carry out a large part of the work involved in assessing, designing, and implementing individualized social curricula, the IPSI is primarily written for teachers. But parents, residential care providers, occupational therapists, physical therapists, speech therapists and other ancillary staff, as well as school administrators, should also be involved in the process of developing social curricula. Throughout the manual, then, the term "teachers" may be construed to mean all those who are involved with the education of severely disabled students and the term "parents" can be understood to refer not only to biological parents but also to residential care providers.

C. A definition of Social Skills

As all those who interact with severely disabled students on a daily basis know, social skills are vitally important behaviors for people with severe disabilities. When an individual can greet, smile, attend to others, and participate in activities, that person is viewed positively by others in the community. The acquisition of social skills by severely disabled students increases the likelihood of other people seeking them out and interacting with them, thus allowing them to become part of

the social network of their communities. In contrast, when a person has few redeeming social behaviors, others will tend to avoid her. This avoidance will result in the isolation of the severely disabled individual and a consequent decrease in social stimulation, which, in turn, often means that the severely disabled person will regress to more infantile behavior.

Although social skills occur in may different contexts and take different forms, all social behavior implies an interaction between two or more people. Within that interaction, nonverbal and/or verbal communication can occur on one or more of the following levels:

- simple awareness of the presence of another in the environment;
- observation of the activities of another and/or movement toward them;
- a shared, mutual interaction, which might include vocalizing, gesturing, touching, and/or using facial expressions to make personal contact; and
- cooperation in an activity that necessitates mutual participation, which might entail making social conversation, sharing, helping, working, taking turns, and playing.

D. Three Major Categories of Social Skills

All social interactions require skills that can be grouped into three areas: (1) social exchange, (2) social rules, and (3) body posture. The first of these, social exchange, generally includes the components below. In designing curricula that incorporate these components, teachers will want to consider the points mentioned briefly in this section and chapter three.

- initiation -- Social initiations are spontaneous behaviors that allow the student to actively begin an interaction, rather than wait passively for someone else to make an overture.

  Teachers need to be aware of the natural opportunities that exist for encouraging their students to be social initiators. They need to be equally conscious of the natural reinforcers* in any given environment that will convince the student to begin an interaction. These identified natural opportunities and reinforcers are used as the basis for instructional program development. It's important to realize that if the student is not taught to initiate in a variety of environments, and arbitrary reinforcers (e.g., a sip of juice, perhaps, or a hug) are not gradually replaced by naturally occurring ones (e.g., the sound of music used as a reinforcer for turning on a tape recorder), the student will be unable to generalize the skill of initiating social interactions beyond the instructional setting.

---

* See the Glossary.

- reaction -- When another person initiates a social invitation, there are a variety of alternative reactions that are appropriate. Therefore, the teacher must ensure that each student has an appropriate reactive social repertoire that allows for a choice to be made.

- maintenance -- A social skill is not acquired until the student participates in an activity long enough to demonstrate that he can stay on-task and complete the interaction. Whenever the student is unable to maintain the interaction, the teacher must analyze the immediate situation and the instructional program to identify the interfering factors. Is the task too difficult? Is the student sufficiently motivated? Is medication interfering with learning?

- termination -- The student must terminate a social interaction when it is no longer appropriate for her to prolong the activity. A variety of cues can be used to signal that it's time to conclude the interaction: for example, the recess bell; comments such as, "it's time to clean up," "quiet please," "time to work," "it's time to listen" or gestures can indicate that an activity must be stopped. If the social interaction is to be a positive experience for all participants, the teacher must ensure that it isn't continued beyond an acceptable length of time.

The social skills that are included under the category of "social exchange" involve the various types of communication that go on when at least two people are together. Some examples are: greeting, conversation, following directions, sharing, and helping. Again, it's important to note that these and other social skills should not be taught in isolation, but with a view toward helping the student generalize the skills so that he can include them in a variety of functional activities and natural environments. The teacher must thus train the student in a particular skill (e.g., greeting others) during various activities and in many different enviroments. Teachers must also remember that their student hasn't acquired the skill until she has mastered all the components: initiation, reaction, maintenance, and termination.

The second major type of social skills -- social rules -- must be learned by students as they practice initiating, reacting, maintaining and terminating social interactions. If students violate rules, they will be perceived as deviant, and their opportunity to participate in community activities will be limited accordingly. For that reason, social skill programs should give students practice in observing the social courtesies and avoiding behavior that others will view as peculiar.

The third area of social skills -- body posture -- relates directly to eliminating mannerisms and body positions that will be looked upon as peculiar.

To further clarify the range of social skills that students need to acquire, the table that follows gives specific examples of skills that fall into each of the three major categories.

E. Developing and Implementing a Social Skills Curriculum

As teachers and parents undoubtedly realize, the acquisition of the social skills listed on the preceeding pages will greatly increase the degree and quality of severely disabled students' participation in the community around them. They will then insist that social skill objectives be included in the students' educational programs. They will know, too, that the students must be directly taught such social behaviors as greeting people, maintaining eye contact, and all the other skills listed under "social exchange," "social rules", and "body posture". Moreover, those who appreciate the value these basic social skills can have to the students will teach the skills in the context of a variety of "functional activities" (i.e., activities that have practical use to students now and in the future).

F. The Content of the Manual

To help teachers and others incorporate social skills training into every possible activity, the rest of this manual discusses the critical issues that will have to be taken into account and some practical strategies for dealing with each issue. The major issues and strategies are:

- assessment
  - how to develop assessment tools
  - how to ensure that parents participate in the assessment process
  - how to obtain input from ancillary staff (i.e., physical therapists, speech therapists, etc.)
- development of Educational Objectives
  - methods of summarizing and prioritizing basic skill needs and critical activities that have been identified during assessments
  - how to identify Individualized Education Program (IEP) objectives that ensure that the basic skill needs are taught within and "across" (i.e., during all aspects of) critical activities

SOCIAL SKILLS

Social Exchange

Greeting/Terminating Encounters

- Communicates by saying "Hi"/"Good-bye"
- Establishes eye contact
- Introduces self or others

Following Direction(s)

- Listens to what is being said
- Understands the instructions
- Follows through with the request

Waiting for Turn

Sharing

- Asks for turn
- Cooperates in a joint activity

Conversation/Communication

- Establishes eye contact
- Reacts (verbal, gesture, sign, picture)
- Initiates (verbal, gesture, sign, picture)
- Listens to other person's comment/questions
- Discusses common topics (weather, family, job)

Problem Solving

- Determines what the problem is
- Determines if he can solve it
- If not, finds another person and asks her for help

Manners

- Smiles
- Uses appropriate tone of voice if verbal communication
- Says "Thank you"/"You're welcome" when appropriate
- Apologizes when necessary

Compliments

- Initiates compliment
- Reacts to compliment

Accepting/Delivering a Message

Helping

- Assists another person in completing a task
- Watches and determines if someone needs help

Social Rules

- Voice volume is appropriate (whispers if necessary)
- Maintains good articulation
- Stays on topic
- Keeps eye contact
- Listens
- Waits for turn
- Follows directions and rules
- Maintains appropriate speaking rate
- Cooperates
- Pays attention
- Doesn't interrupt
- Doesn't talk to self or make noises
- Reacts appropriately to criticism
- Expresses affection appropriately
- Doesn't display peculiar behavior

(Note: Be sensitive to the fact that social rules that are appropriate for your students may vary according to cultural differences.)

Body Posture

- Maintains upright posture
- Has head up
- Has hands at side
- Faces person
- Keeps correct distance away when interacting
- Looks appropriate when:
  Walking
  Standing
  Sitting - (legs crossed, feet on floor, upright vs. slouched)
- Displays appropriate facial expression (smiles, tongue is in mouth)
- Maintains proper affect (no inappropriate anger, laughter or affection)
- Gestures normally (with (with arms/hand, shaking head "no", nodding "yes")
- Initiates appropriate physical contact to get someone's attention

- implementation (providing instruction)

  - how to teach social skills: instructional strategies and instructional programs
  - where to teach social skills and how to generalize the skills: instructional environments
  - when to teach social skills

- integration (of severely disabled students into the school and the wider community)

  - how to develop school inservice and "special friends" programs, where and when integrated activities should occur, how to keep communication open among all those involved, strategies that promote success
  - how to integrate students into the community: where and how instruction will be implemented, public relations

- suggestions for providing social skill training within particular activities and curriculum domains

  - how to do social skill training within functional activities
  - how to do social skill training across four curricular domains: community, domestic, vocational, and recreation/leisure activities

While the sections that follow will not be able to tell teachers which social skills each student should work on, they will describe a procedure that should make it possible for teachers and parents to identify and prioritize important social skills to teach to severely disabled students. As readers will see, the overriding goal to keep in mind is to help severely disabled students learn social skills that will increase their present and future ability to live, work, play, and interact with nondisabled people in their communities.

2. ASSESSING A STUDENT'S PRESENT LEVEL OF PERFORMANCE

This chapter describes the type of information that the teacher needs to collect to evaluate the social skills a particular student has mastered and would most benefit from mastering in the future. The teacher can fill out the community/neighborhood/school inventories that are discussed here as a first step in the assessment process. It will then be up to the teacher to observe students' social skills in the classroom and other enviroments, and to obtain assessments of the students from ancillary staff. With this information in hand, the teacher can involve parents in the assessment process by administering the interview included in the last section of this chapter.

A. Community Inventories

Community inventories provide information about the present and future environments that students are likely to frequent. The three environments that will probably be most important to students (and are thus the most logical settings for social skills training) are:

- the student's neighborhood
- the school the student attends
- community sites that are accessible to the school, and can therefore be used as settings for instruction.

1. The Neighborhood Inventory

The neighborhood inventory will yield information about specific recreational, community, and vocational environments that are easily accessible from the student's home and have a high probability of use. The teacher should try to complete this inventory before interviewing the student's parents, because the information gleaned will not only be useful in writing educational programs but will also help in talking to parents about environments that the student could frequent.

The next page provides an example of a neighborhood inventory that has been filled out by the teacher of a student named Adam. To complete the form for other students, list environments in the student's immediate neighborhood and indicate:

- how distant each enviroment is from the student's home
- what equipment/materials are available
- potential activities in which the student can participate
- suggestions for promoting interactions with nondisabled peers

STUDENT'S IMMEDIATE NEIGHBORHOOD INVENTORY

Student: Adam

Inventoried By: Teacher -- Date: 9/26/83

Environment	Address/Street	Notes
Corner Store	Next block	Needs to cross one street to get there.
Foster Freeze	205 Maple Street	Two blocks away
Community Play Yard	Home	Shared by apartment building - no equipment
School Play Yard	East 14th Street	Has basketball hoops, jungle gym, bars, merry-go-round, two slides. A. knows how to use all this equipment safely.
Library	East 14th Street	Next to school. Could walk there with sister

General Notes/Reminders:

Home is close to school so that A. could walk to school with a peer rather than ride the yellow bus.

2. The School Inventory

The school inventory describes the enviroments available for providing training in social and other basic skills during the student's in school hours. Some commonly used school training settings are: the cafeteria, hallway, playground, bathroom, classroom, office, library, and assembly hall.

To complete a school inventory, diagram each potential training area. The map on the next page is an example of an inventory of a school cafeteria. The information that it provides to the teacher is the following:

- entrances and exits that the student will have to negotiate
- barriers
- traffic patterns
- the location of training areas for each activity (e.g., serving counter, table, sink)

3. Community Sites Near the School

The community inventory can be conducted in any of the following environments, as long as they're near the school: grocery stores, restaurants, sidewalks, parks, libraries, laundromats, bowling alleys, and buses. Although these sites will be used for training, they won't necessarily be the sites that the student ultimately uses.

At least two types of community inventories are possible:

- the listed inventory (I) In this form of inventory, a teacher completes a written list of community environments that are potentially useful for training. During the parent interview, the teacher and parent will then select those sites where training in high-priority skills can be provided.

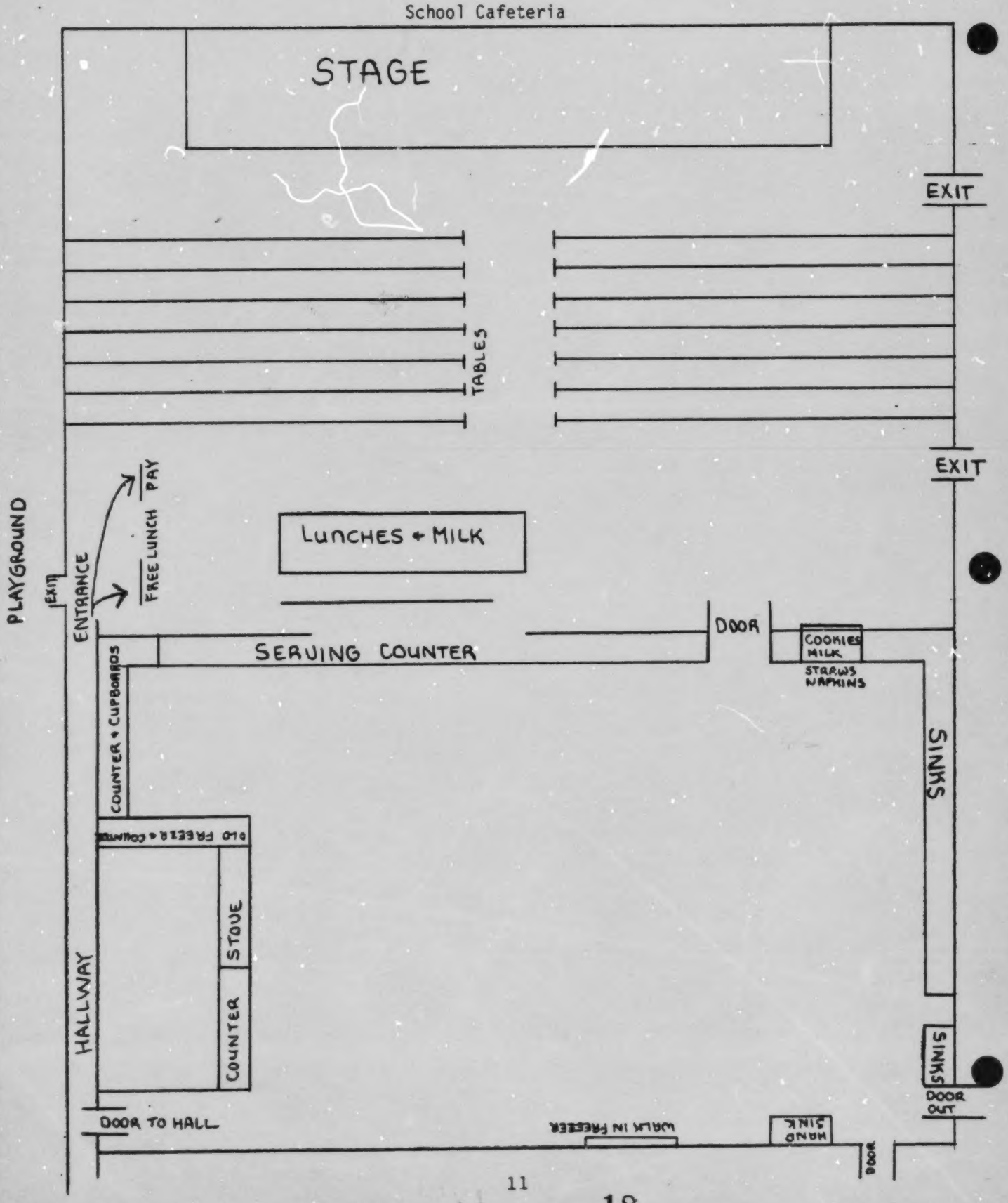
- the diagrammed inventory (II) Once the instructional environments have been chosen, a diagram of the specific teaching areas within each environment can be completed. The diagram can provide the following useful information:

    - entrances and exits
    - barriers
    - traffic patterns
    - location of training areas for each activity (e.g., checkout stand, aisles, cart area)

Samples of both types of inventories appear on the following pages.

SCHOOL INVENTORY

School Cafeteria



COMMUNITY INVENTORY I

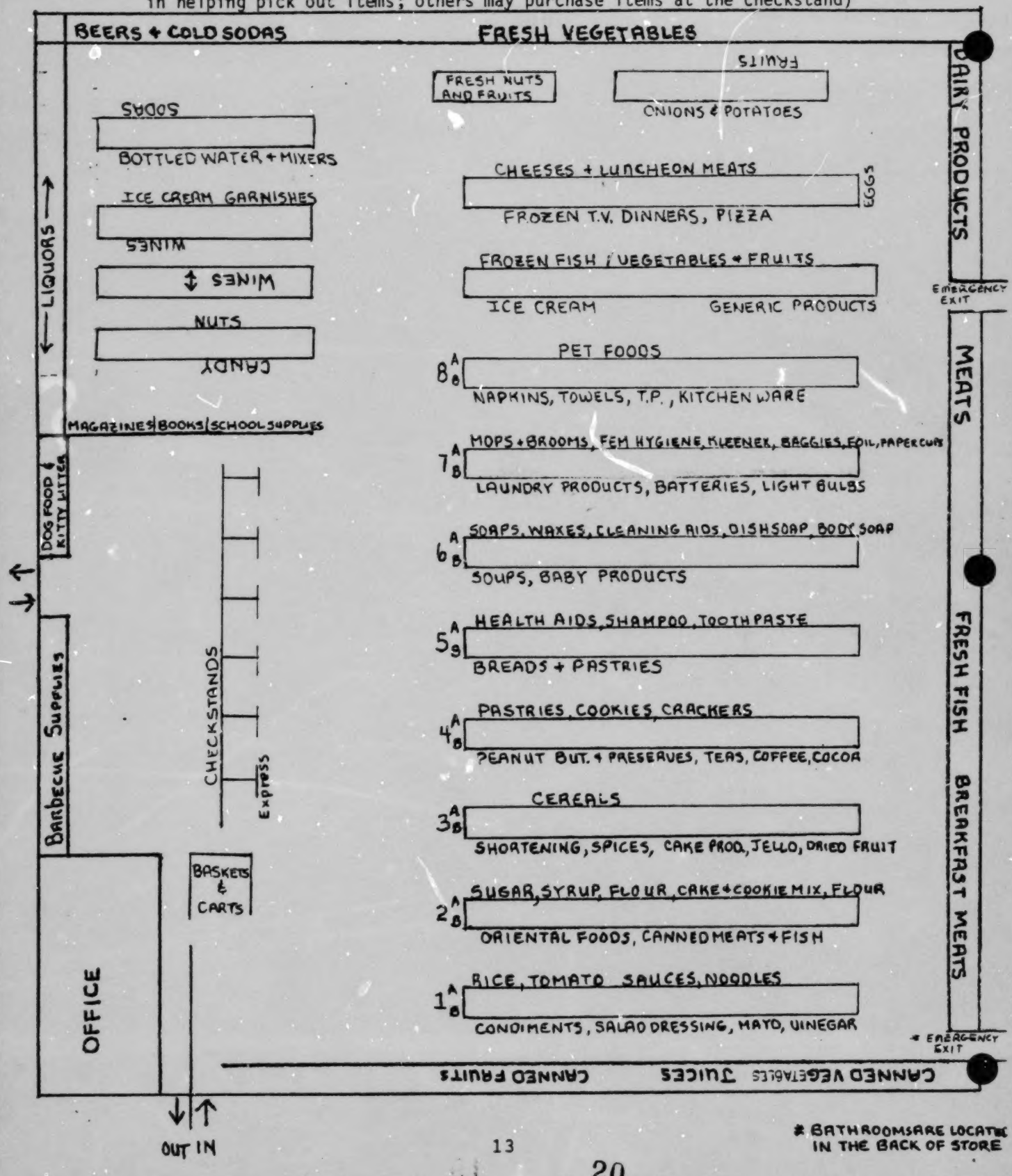
(See the Appendix for a blank copy of this form)

Environment: Public Swimming Pool
Public Transportation: no
Address: 210-19th Avenue
Inventoried By: Teacher
San Francisco, CA
Date: 9/26/83
Telephone: 298-5223

General Notes:
It's easier for Melissa to play and move in water than it is outside a pool. She needs a nondisabled friend to go with her -- they could swim together.

Teaching Areas	Notes
In car	Is able to travel with her family
Parking lot	Needs more training in getting around the lot in her wheelchair
Locker rooms	There are stairs -- she needs a ramp
Pool area	She needs an adapted floating device to swim independently
* easier for her to play and move in water	Need a nondisabled friend -- could swim together

COMMUNITY INVENTORY II
Lucky's Supermarket
(Specific training areas will vary with each student -- some might be trained in helping pick out items; others may purchase items at the checkstand)



20

CENTRAL AVE

B. Observing the Social Skills of the Student in Classroom and Nonclassroom Environments.

The outline below can be used to orient the teacher or classroom aide who is about to observe a particular student's social skills within the classroom and other school environments. On the following page is an example of an observation form that has been filled out for a student named Ann. To complete the form, the following information is necessary:

- a record of interactions between the identified student and her peers (disabled/nondisabled), between the student and school staff, between the student and community people
- a description of the student's physical appearance - facial appearance, gesture, posture, dress
- a list of activities that require the student to be trained in additional social skills

How will the information used?

- to determine the student's social skill needs so that a program can be developed
- to identify the extent to which the student generalizes skills to other people and environments
- to pinpoint inappropriate social skills that restrict fuller participation and acceptance

When does the teacher/aide use this assessment?

- ANYTIME before the parent/teacher interview
- for any length of time

In what environments should observations be made?

- School (e.g., classroom, hallway, cafeteria, bathroom, library, office, recess, bus area . . .)
- Community (e.g., sidewalk, bus, grocery store, restaurant, library, bowling alley, laundromat, movie theater . . .)

SOCIAL SKILLS OBSERVATION FORM
(See the Appendix for a blank copy of this form)

Student: _____

WHAT TO OBSERVE	Area observed: Recess Date 9/3 Time 10:10 to 10:25	Area observed: Free Time Date 9/3 Time 2:15 to 2:30	Area observed: Cafeteria Date 9/4 Time 12:05 to 12:20
PARTICIPANTS Who is present? adults? students? how many? indiv. or groups?	Ann Becky Jenny Steve Sue Tom (all severely disabled students)	Ann Pam	Ann Many students Cafeteria workers
ACTIVITIES What are they doing? (list games, toys/ materials used)	Climbing around apparatus; playing tetherball	Unstructured leisure time (Uno game); no adult present	Going through lunch line Eating
INTERACTION/COMMUNICATION A. Initiation How did student: a) greet b) request c) question/ comment	Ann said hi to everyone. Used loud voice and close facial contact. Students did not seem to like this because she spit in Sue's face - accidentally. Very pushy, both physically and verbally.	Ann asked classmate to play a game of Uno. Didn't wait for her to respond. Pulled her over to the table. Helped her sit down. Dealt cards and told Pam what to do. Praised Pam for correct responses.	Ann said hi to everyone she knows. Smiles a lot. Asked if she could sit with nondisabled peers. Uses "please". Initiates a lot. Interrupted friend. Needs to wait.
B. Reaction How did student react to: a) greeting b) a request c) a question	Nondisabled student asked Ann to play tetherball. She was pleased and said yes! She clapped her friend on the back - a bit too hard.	Followed all the rules.	Answered simple questions. Used one-word responses (not always appropriately).
TEACHER INVOLVEMENT Did teacher need to intervene at all? When? Why? What type of prompts were needed?	At an opportune time it was necessary for the teacher to come over to remind Ann to take turns playing tetherball. She monopolized the game. Friend was ready to leave.	All staff were involved with other students.	Teacher used indirect verbal cues to make Ann aware of her facial appearance.
APPEARANCE How did student look? dress posture hygiene	Ann's a bit overweight. Shirt keeps coming untucked. Underwear pulled above her pants. Age-appropriate clothes.	Ann's glasses hanging on tip of nose. Hunched over table. Legs apart with skirt on.	Ketchup on face. Hunched over table. Elbows on table. Talking with mouth full.
Any Comments	Ann is liked by the nondisabled students because she is so social. It seems, though, that others are making fun of her clothes and do not like her being so bossy. Ann has social skills but needs to learn social rules. Ann's well-meaning. Likes others.	Ann has good language skills but she was too aggressive in her interactions with Pam. Ran the show.	Ann has much going for her. She interacts with others, however, the interactions are one-sided. She needs to make an initiation and wait for the response. Hygiene needs to be taught. Ann seems capable of monitoring her appearance.

C. Assessments from Ancillary Staff

The ancillary staff, along with the teacher and parents, comprise the IEP Assessment Team. The ancillary staff is most likely to include a speech therapist, occupational therapist, physical therapist, nurse, and adaptive physical education therapist. The type of assessment information a teacher would collect from each is summarized below so that the teacner can use this page and part of the next as a checklist:

- the speech therapist:
  - determines a student's present level of receptive and expressive communication
  - assesses the student's potential for language learning
  - identifies possible communication systems that would be appropriate and effective for the student
- the occupational therapist and/or the physical therapist:
  - assesses the student's current level of motor functioning (both fine and gross motor)
  - provides guidance in handling, positioning, feeding, dressing and general self-help skills
  - designs and implements adaptations that facilitate a student's participation and independence
- the nurse:
  - identifies medical problems that the teacher may need to take into account because they will directly affect student performance (e.g., medication, physical limitations, seizure activity)
- the adaptive p.e. instructor:
  - determines the student's fitness level
  - develops physical fitness training programs that are not only appropriate to the student's functioning level but are also age-appropriate

The ancillary staff also have the opportunity to observe the social behavior of the student during therapy sessions and in other integrated school environments. The teacher can ask them to pay particular attention to the student's social skills so that they can include them in their assessments. They can then participate with the teacher and parent to identify those social skills with the highest priority for training.

After the teacher obtains these assessments, he presents them to the student's parents during the parent-teacher inter- view. The parent and teacher then combine them with their own information about the student to construct as complete a picture as possible of the student's present level of performance. They then identify appropriate skills for future programming.

Finally, a program development team -- comprising the parents, the teacher, and all the ancillary staff members involved with a student -- can work as a unit to develop educational goals that the teacher will refine into specific objectives.

D. The Parent/Teacher Interview

As those who know the student best, parents can contribute a great deal of information to the assessment team. They can evaluate their child's present ability to carry out critical activities (e.g., eating, dressing, toileting, etc.) They can state their preferences concerning their child's current and future educational program; furthermore, they can thoroughly describe the environments/teaching areas in which the student participates, the activities she performs, and the time at which these activities occur. The information can then be used not only to develop social and other IEP objectives, but to decide which activities will be a context for skills training and to what types of environments the skills will eventually be applied.

Although, as previously stated, it's a good idea for the teacher to complete the community inventories and obtain assessment information from the ancillary staff before interviewing parents, the parent/teacher interview should be done as soon as the student is placed with a new teacher. Parents will also want to complete a new assessment each year when they review their child's program. Both the parents of a student and the teacher may realize, too, that carrying out a continual assessment is a good basis for keeping up communication between the home and the school.

It should be stressed that parents are really the most important members of the assessment team because of their unique relationship to the student. Not only have they been observing their child's behavior, and instructing and evaluating him, but they also have in-depth information on his motivational, medical, and developmental history. Of equal importance is their knowledge of the student's performance level in a key environment -- his home. It is to this environment that he must first apply or "generalize" the skills he learned in school if he is to begin to widen his social contacts, and generalize new social skills to less familiar environments.

If some parents realize that they're better equipped than anyone else to perceive their child's potential, others may benefit from learning a new way of looking at and training their child. During the parent/teacher interview, the teacher can assist in this process by being aware that some parents may see the classroom as the only place their child can acquire skills, and may need help in determining what is age appropriate for their child. These parents may have been told for many years that their child was functioning at the one or two-year-old level, and may have based their expectations for instructional content on the mental rather than chronological age of their child. The parent/teacher interview thus not only provides valuable information about the student's performance but can assist parents and educators in reaching agreement about what to teach.

Fostering this type of working relationship between parent and teacher increases parents' agreement with and commitment to a consistent educational program for the student. It will also ensure the carryover of that program to the student's out-of-school setting.

Ideally, the interview takes place in the student's home, so that the teacher can meet the family in a comfortable atmosphere. The teacher will also be able to see teaching areas in the home that can assist her in designing domestic skill programs that match the training environment to the home set-up. This information is important to ensure that the skills taught will be generalized.

As can be seen, the input of the parent is an essential element in developing a student's educational program. Not surprisingly, the parent/teacher interview procedure is somewhat more lengthy than the assessments that precede it. The major components of the interview process are summarized on the next page, so that the teacher can plan a schedule for collecting the necessary information.

Components of the Parent/Teacher Interview Process

• Weekday Schedule	The teacher asks the parent to write down everything the student does from the time he gets up in the morning until he goes to bed at night. This schedule does not include schooltime activities.
• Additional Weekday Schedule	The parent is asked to describe activities that do not occur every day of the week.
• Weekend Schedule	The parent is asked to describe everything the student does on the weekend.
• Information Related to Social Skills, Communication Systems, Degree of Appropriate Behavior, and Physical Functioning	The parent is asked to identify the student's functioning level and pinpoint areas where programming will be necessary
• Preliminary Summary of Priority Activities	The parent is asked to specify high priority activities that the student does not perform independently
• Parent Preference: Future Activities - Environments	The parent is asked to identify high priority activities within each curricular domain, with a view to future training.

On the following pages are examples and explanations of each step of the interview that a teacher conducted with the mother and father of a student named Adam. The first page is an information sheet that is included to acquaint the reader with Adam's present performance level and family situation. (Since the teacher would already have this information, it is included here only as background information for the reader.) The pages that follow are examples of each of the assessment forms summarized above.

Background Information on Adam

Student: Adam

Birth Date: 5/10/70

Age: 13 Sex: Male

Disabling condition: Down's syndrome

Mobility: ambulatory

Toileting: independent

Communication (receptive): understands and can follow one step directions

Communication (expressive): speaks in four-to-seven-word sentences; has articulation problems with final consonants

Fine Motor: difficulty in this area. cannot rotate hand. does not use fingers in opposition. extremely weak grip. does not tie shoes. has trouble squeezing out a sponge.

Gross motor: poor motor planning. walks with awkward gait.

Socialization: extremely social with adults. avoids social interaction with peers

Behavior: tantrum behavior (kicking, hitting, yelling, destruction of property) is under control with a behavior management program in the classroom and community but not at home.

Family: lives with family - mother, father and one younger sister.

School Placement: Adam is in a self-contained class within a regular school. There are ten other students with similar disabilities in his class. Adam receives services from a speech therapist, adaptive P.E. instructor and occupational therapist.

The Weekday Schedule

The weekday schedule is filled out by the teacher during the parent interview. The weekday schedule includes daily activities that occur on a typical day from the time the student gets up until she goes to bed at night. It does not include school time activities.

Proceeding across the page from left to right the information collected includes:

1. Environments: This refers to the environment in which the activity occurs, e.g., home, store.
2. Teaching Area: This may be a room in the house or a section in a store.
3. Activity: List the activity that the student performs.
4. Approximate time: List when the activity takes place. This may be important information in describing the student. For example, the student may be able to dress independently but only if he is given an hour to complete the task; it would therefore be important to work on rate of dressing if this occurs.
5. Age Appropriate? (yes or no): (Note if the activity is one that non-disabled people of the same age perform.)
6. Present Performance/Level of Assistance Needed: Describe the student's level of independence when performing this activity. What type of assistance does the parent use to help the student perform the activity? What adaptations are necessary?
7. Preference (high, medium, low): Ask the parent to rank each activity as a high, medium, or low priority for training.
8. Comments: Note any comments or ideas about the activity that may be useful later.

WEEKDAY SCHEDULE - Worksheet 1

(See the Appendix for a blank copy of this form)

TRG

Student: Adam

Date: 9/26/83

Interviewer: Teacher

List information from the time the student gets up and goes to school to the time the student arrives home from school and goes to bed.

Environment	Teaching Area	Activity	Approx. Time	Age appropriate	Present Performance/Level of Assistance Needed	Preference	Comments
Home	Bedroom	Gets up	6:30	Yes	Mother calls him to get him up.		Suggested letting A. use alarm clock. Could be pre-set; he just needs to push button. Mom liked idea.
Home	Bathroom	Use toilet	6:40	Yes	Independent		
Home	Bedroom	Dress	6:45	Yes	Mother sets clothes out. A puts shirt on; doesn't button. A puts pants on; doesn't snap or zip. A puts shoes and socks on; doesn't tie shoes.	High	Mother admits A could do more but there isn't time in the morning. Easier to do it for him.
Home	Kitchen	Breakfast	7:00	Yes	Mother prepares and serves breakfast to A. A eats independently. Mother clears his dishes.	High	Mother agreed it would help her if A would participate at least in clearing his own dishes.
Home	Bathroom	Brush teeth, comb hair, wash hands/face	7:15	Yes	Mother brushes A's teeth. A combs his own hair. Mother washes his face and has to verbally prompt him to get his hands thoroughly wet and dry.	High	

Env.	Teaching Area	Activity	Approx. Time	Age appropriate	Present Performance/Level of Assistance Needed	Preference	Comments
Home	Livingroom	Wait for bus	7:30	Yes	Mother gets his coat, folder, etc. ready for him. Boards school bus independently with belongings.	Medium	
REC. CENTER							
Home		Arrives home from Rec. Center	5:30	Yes	Puts school things down, takes coat off, brings notes to Mom. Does not hang	Medium	
Home	Kitchen	Snack	5:35	Yes	Tells mom he's hungry; says what he wants - Pepsi and chips usually. Mother prepares for him.	High	Talks with mom; tells her about school day.
Home	Backyard neighborhood	Leisure play with dogs, rides bike	5:45	Yes	Rides bike independently. Sometimes fights with neighborhood kids (name calling). Watches kids play basketball.	High	Lots of kids in neighborhood. Maybe Adam could learn to play basketball.
Home	Kitchen	Dinner	6:30	Yes	Adam does not participate in meal preparation table is set for him and food served. Eats independently. Does not clean own dishes.	High	Mom would like him to set table, etc. Doesn't know how to teach it.

STUDENT Adam

WEEKDAY SCHEDULE (cont'd)

Env.	Teaching Area	Activity	Approx. Time	Age appro-priate	Present Performance/Level of Assistance Needed	pref-erence	Comments
Home	Livingroom and bed-room	Leisure	7:00	No	Adam has nothing to do so he annoys his sister and mother. Doesn't like T.V. Sometimes destroys sister's things and tantrums.	High	
Home	Bathroom	Bath	7:30	Yes	Father gives Adam bath. He does not wash self.	High	Mother was giving bath - felt A. was too old - Father has started doing this now.
Home	Bedroom	Dress	8:00	Yes	Dresses for bed independently	Low	
Home	Livingroom	Leisure	8 :45	No	Same problem as above. Adam cannot handle free time.	High	
Home	Bedroom	Bed	9:00	Yes	Goes to bed with verbal cue.	Low	

Additional Weekday Activities

The information collected on Additional Weekday Activities is the same as weekday. However, these are activities that do not occur everyday and may not fit into the typical daily schedule.

ADDITIONAL WEEKDAY ACTIVITIES - Worksheet 2

(See the Appendix for a blank copy of this form)

Student: Adam

Interviewer: Teacher

Date: 9/26/83

List any activities that occur throughout the week (M-F), but not on a daily basis.

Envir.	Teaching Area	Activity	Approx. Time	Age appro-priate	Present Performance/Level of Assistance Needed	Pref-erence	Comments
Com-munity	Grocery store	Shopping	5:30	No	Picks out some familiar items and things he wants. Runs into people when pushes cart. Gets loud waiting in line and if mom won't buy things he wants. Mother lets him pay if she's buying a few things.	High	Mother very concerned about Adam's behavior in store. Has had to take him out.
Com-munity	7-Eleven	Buy drink and news-paper	5:30	No	Adam tells mother what he wants. She asks for drink for him. She pays. Mother buys newspaper	High	Mom says she would like Adam to do these things independently.
Com-munity	Visit with friends, relatives		5:30	No	Sits with adults. Does not entertain self. Wants adult attention.	High	Always wants adult attention. Parents would like him to be able to entertain himself, look at books or something.
Home	Kitchen	Make bag lunch for Friday		No	Tells mom what he wants. She makes it.	High	Would like him to learn to make own lunch.

Weekend Schedule

On the Weekend Schedule list everything the student does on the weekend and particularly those activities that do not occur on weekdays because of school. Weekend activities are often limited for severely disabled students because they lack social skills and competence in recreation and leisure activities.

TRG

WEEKEND SCHEDULE - Worksheet 3

(See the Appendix for a blank copy of this form)

Student: Adam

Interviewer: Teacher

Date: 9/26/83

List weekend activities that occur regularly

Envir.	Teaching Area	Activity	Approx. Time	Age appro-priate	Present Performance/Level of Assistance Needed	Pref-erence	Comments
Home	Bedroom	Get up	8:00	Yes	Independent	Low	
Home	Bedroom	Dress		No	See weekday schedule	High	
Home	Kitchen	Breakfast	9:00	No	See weekday	High	
Com-munity	Community	Leisure activities		Yes	Rides bike, rides motorcycle with dad, goes fishing, goes hunting	Low	
Com-munity	Laundromat	Laundry		No	Adam helps mother put clothes in washer and dryer, pulls clothes out. Does this with verbal cues.	Med-ium	Could get change, fold clothes, sort clothes.
Com-munity	Restaurant	Order, eat		No	Mother orders what he wants, carries it to table for him.	High	A makes a fuss when he finishes eating. Mother has to leave sometimes.

Summary of Present Priority Activities

This work sheet will help summarize the information collected from the Weekday Schedule, Additional Weekday Activities, and Weekend Schedule forms. To fill it out, go through all the forms and list activities that parents have indicated as high priority. Do this in conjunction with parents so that they can add and delete activities.

PRELIMINARY SUMMARY OF PRIORITY ACTIVITIES

(See the Appendix for a blank copy of this form)

TRG 1/82

Student: Adam

Interviewer: Teacher

Date: 9/26/83

1. Summarize activities from Worksheets 1, 2, and 3 that parents have indicated as HIGH preference activities for instruction. Are they still high priority? Do activities need to be added or deleted?

ACTIVITIES: PRESENT ENVIRONMENTS

(Work Sheets 1-3)

High Pref. Activity	Notes
Independent leisure	
Basketball	
Indoor games with peers	
Domestic chores	
Simple meal preparation	
Shop for familiar items	
Get drink 7-11 with peer or sister	
Laundromat	
Telephone friends	

High Pref. Activity	Notes
Button shirt, tie shoes, zip pants	
Brush teeth	
Wash dry hands and face	
Order, eat at restaurant	
Entertain self indoor activities	

Parent Preferences:
Future Activities - Environments

Training for severely disabled students should always be future-oriented. Teachers need to train students in skills that will allow them greater participation in current and future environments. When planning training, it's a good idea to think at least three years ahead and ask whether the student will be able to continue to expand on and use an activity in future environments. One should also remember that social skills are required in all curricular domains.

This worksheet has been divided into the following five domains:

1. Domestic: activities that occur in the home.
2. Recreational/Leisure: activities that the student may engage in by herself or with others, such as entertainment during leisure time.
3. Community: activities that take place in the community such as shopping, eating at restaurants, using other public facilities.
4. Interaction with Nondisabled People: activities that may occur in any of the other four domains involving some type of interaction with nondisabled people.
5. Vocational: activities that involve all types of work skills from being able to complete a task, to following directions, to actually carrying out a real job.

When filling this work sheet out with the parents, ask them to think about what they would like their child to be doing three years from now in each domain. Refer to the community and neighborhood inventories when identifying where these activities could take place.

After listing the activities and environments, have parents rank high (H), medium (M), or low (L) preference for each activity.

Parent Preferences:
Future Activities - Environments

TRC

(See the Appendix for a blank copy of this form)

Student: Adam

Date: 9/26/83

Interviewer: Teacher

1. Have parents list the activities that they'd like their child to be doing three years from now above the dotted line. Where would these activities take place? (Use Community/Neighborhood Inventory Information -- and list below the dotted line).

2. After completing the list, have parents rank high, middle or low preference for each activity. Put the rating in the column next to the activity.

Domestic	Pref H,M,L	Recreational/ Leisure	Pref H,M,L	General Community	Pref H,M,L	Interaction with Nondisabled	Pref H,M,L	Vocational	Pref H,M,L
Prepare simple meal	H	Basketball	H	Shopping	H	Basketball	H	Functional job training	H
Home School		Neighborhood School		Community		Neighborhood School		School Community Home	
Dress independently	H	Bowling	M	Restaurant (fast food)	H	7-Eleven with peer	H		
Home School		Community		Community		Community			
Wash independently	H	Entertain self	H	Library	M				
Home School		Home School Community		Community					

Parent Preferences:
Future Activities - Environments (continued)

TRG

Student: Adam

Date: 9/26/83

Interviewer: Teacher

Domestic	Pref H,M,L	Recreational/ Leisure	Pref H,M,L	General Community	Pref H,M,L	Interaction with Nondisabled	Pref H,M,L	Vocational	Pref H,M,L
Domestic Chores	H	Indoor game with peer	H	Ride bus	M				
Home School		Home School		Community					
Brush teeth	M			Laundromat	M				
Home				Community Home					

Parent Information on the Social skills, Communication Systems, Degree of Appropriate Behavior and Physical Functioning of their Child

The previous worksheets made it possible to pinpoint the activities that the student performs during nonschool hours. The worksheet that follows gives parents the opportunity to specify their child's basic skill needs. Skills are grouped into the four categories listed below. Each category includes a description of the relevant abilities and suggested questions the teacher can use to elicit the necessary information.

Performance of Social Skills

Description

- Initiating, reacting to, maintaining and terminating an interaction (e.g., greeting, establishing eye contact, etc. See the table on social skills in chapter one for additional examples)
- Following social rules (e.g., maintaining appropriate voice volume, staying on topic, etc.)
- Maintaining appropriate physical presentation (e.g., facing person, keeping correct distance away, etc.)

Questions

- Does your child reach out to make contact with others?
- Does your child respond to attempted interactions?
- What keeps your child from establishing and maintaining an appropriate and meaningful interaction?
- What are the social rules your child violates?

Use of Communication System

Description

- The student's present mode of communication (e.g., speech, gestures/ pointing, communication board, sign language, facial expressions, etc.)
- Level of receptive and expressive communication (e.g., the words and labels a child uses, directions he can follow, etc.)

Questions

- Does your child have any way of communicating her wants and needs?
- Does she use a prelanguage system that can include gestures, facial expression, body posture?
- Does she have a communication system (not necessarily language) that can include signs, speech, communication board?
- How does your child get your attention?
- What does your child say?

Identification of Inappropriate Behaviors

Description

- Behaviors that interfere with and limit social participation
- Management strategies that have been implemented by parents

Questions

- What does your child do that you don't like? What do you do when it happens?
  - Is he:
    - noncompliant?
    - aggressive?
    - abusive?
- Does your child engage in self-stimulation (e.g., does she knock her head against a surface, jump up and down, rock, tap her feet, etc.)

Demonstration of Physical Ability

Description

- Fine and gross motor skills
- Mobility skills
- Balance and coordination

Questions

- Does your child have any problems with . . .

  - body movement?
    (moving arms, legs, head; rolling over, sitting, crawling, walking)

  - posture?
    (while sitting, standing, walking)

  - balance?
    (while sitting, standing, walking)

  - coordination?
    (in all activities requiring perceptual motor skills)

Information related to Social Skills, Communication System, Appropriate/Inappropriate Behavior, and Physical Functioning

(See the Appendix for a blank copy of this form)

Student: Adam

Date: 9/26/83

Basic Skill Needs

Social:

- increase interaction with peers
- take turns
- wait in line
- social conversation skills

Communication:

- express wants and needs
- social conversation skills

Behavior:

- follow directions
- decrease tantrum behavior
- decrease self-stimulation
- complete task

Physical:

- balance and coordination

3: DEVELOPING INDIVIDUAL EDUCATION PLAN (IEP) OBJECTIVES

Once an assessment has been completed of a student's current level of performance, the next steps are to do a final summary of all the student's basic skill and activity needs, and decide which have the highest priority. This chapter explains how to carry out those steps. It also explains how to combine basic needs (e.g., establishing eye contact, learning wrist rotation) with critical activities (e.g., toothbrushing, sandwich making), and provides a strategy for selecting appropriate IEP objectives.

A. Moving From Assessment to Program Development

After the teacher has collected assessment information from parents, ancillary staff, the teacher's own observations and the community inventories, the next step is to extract from all the assessment information those basic skills and critical activities (i.e., essential activities) that have been identified as medium or high priority.

The summary sheet in this section is one strategy that can be used to organize all the necessary information from the assessment reports. This assessment information will come in two forms: either as an identified basic skill need, or an activity designated as high priority for training. The differences between the two are pointed out below.

1. Basic Skills:

Basic skill needs are identified within four areas: social, communication, behavior, and physical. Basic skills differ from critical activities in that they cannot be learned in isolation. They can only be meaningful and motivating when students acquire them within and across functional activities. For example, establishing eye contact is a basic skill need; but if a teacher attempts to teach this skill in an isolated training session, he will not be able to take advantage of the added reinforcing impetus a behavior has when it's performed in a natural setting. This advantage is particularly noticeable when the behavior allows for increased interaction between the student and other individuals. It should also be realized that eye contact practiced in isolation will not be repeated by the student in settings other than where the instruction was delivered. For generalization to occur, instruction must take place within a variety of activities and environments. Similarly, the student will need to practice a basic skill with a variety of people.

2. Critical Activities:

Critical activities are vital tasks that are performed in our everyday lives. Greater social participation, independence, and productivity will result if a student is allowed to engage in activities that have an important function in his daily life. Basic skills can best be taught if they're incorporated into these functional activities.

How to Fill Out the Teacher's Summary Sheet

Column

1 Basic Skills:

The entire assessment team provides information on basic skill needs. An additional space is included to identify the assessment team source(s).

2 Priority Activity Identified by Ancillary Staff:

Ancillary staff lists priority basic skill needs. Space is provided to list the assessment team source(s) so that the teacher can contact the appropriate ancillary staff for further information.

3 Priority Activities Identified by Parent:

Parents are the most important source of information about skill needs, natural environments in which the skills are performed and reinforcement history.

Present/Future. The parent list of high priority activities (taken from the parent interview) is grouped by the teacher into the curricular domains. For each activity, note whether or not training will take place during the current school year (e.g., "the present") or in the near future. The purpose is to ensure that the present skills are building toward future goals.

Rank. Within each domain, each activity is ranked to identify the activities that are most likely to lead a student toward fuller and more independent participation in the home and the community.

4 Priority Activities Identified by Teacher:

The teacher list of critical activities is developed from her own observations as well as the information provided by the entire assessment team. Greater weight is given to parent preferences. The teacher must also keep in mind those activities that can be realistically scheduled into the total program.

Present/Future. See section above.
Rank: See section above.

TEACHER'S SUMMARY
OF BASIC SKILLS AND CRITICAL ACTIVITIES IN ALL CURRICULAR DOMAINS
(See the Appendix for a blank copy of this form)

KEY

Assessment Team

P - Parent
ST - Speech Therapist
OT - Occupational Therapist
PT - Physical Therapist
T - Teacher
PE - Adaptive Physical Education Instructor

Date: 9/26/83

Student: Adam

Teacher: Teacher

1. High Priority Basic Skill Areas:

	Source
Increasing social skills with peers	T, P, PE
Fine motor: rotating hand, squeezing	OT PT T
Initiating greeting with peers	T ST
Visual discrimination	ST T
Balance and Coordination	PE, T P, OT PT
Compliance: following directions	P, T, PE,
Articulation: final consonants	ST
Decreasing tantrum behavior	P, T,
Taking turns, waiting	P, T
Expressing wants and needs	ST, T P
Cooperative team play	PE, T
Completing task	T, P,
Decreasing self-stimulation	T, P,
Increasing social conversation skills	T, P, ST

2. Priority Activities Identified by Ancillary Staff

		Present (P)	Source
DOMESTIC	Eating	P	OT, PT
RECREATIONAL	Basketball	P	PE
VOCATIONAL	Washing surfaces	P	OT
COMMUNITY	Shopping (asking for help)	P	ST
	Climbing stairs	P	PT
	Restaurant (ordering)	P	ST

3. Priority Activities Identified by Parent

		Present (P) Future (F) Env	Rank
DOMESTIC	Washing face, hands	P	3
	Dressing	P	2
	Vacuuming/laundry	F	4
RECREATIONAL	Basketball	P	3
	Talking on telephone to friends	P	4
	Card games	P	2
VOCATIONAL	Sweeping	P	1
	Mopping	F	2
	Washing windows	F	4
COMMUNITY	Fast food restaurant	P	2
	7-Eleven	P	3
	Shopping	P	1

4. Priority Activities Identified by Teacher

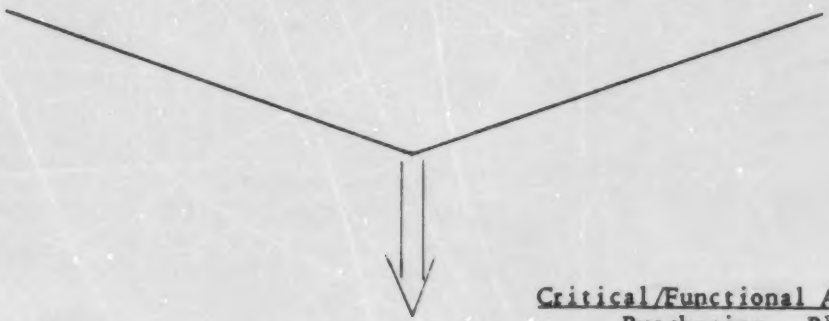
		Present (P) Future (F) Env	Rank
DOMESTIC	Appropriate eating skills	P	1
	Washing face, hands	P	3
	Putting on/taking off shirt/pants	P	2
RECREATIONAL	Listening to records	P	1
	Rug hooking	F	5
VOCATIONAL	Sweeping the floor in classroom/faculty room	P	1
	Custodial skills in a community placement	F	3
COMMUNITY	Using public restroom	P	4
	Laundromat	F	5
	Shopping	P	1

B. A Strategy for Combining Identified Basic Skill Needs With Critical Activities.

Actual training objectives can be based on a combination of basic skill needs and preferred activities. The following strategy allows for the Individual Educational Plan objectives to be drawn from both types of information so that basic skills are trained within and "across" critical activities.

This process may be diagrammed as follows:

Basic Skills	Critical Activities
• establishing eye contact	• toothbrushing
• wrist rotation	• sandwich making
• greeting response and reaction to greeting	• purchasing an item
• waiting for turn	• playing the game Uno
• eye/hand coordination	• washing a table



Basic Skill Needs	Critical/Functional Activities				
	Toothbrushing	Sandwich making	Purchasing an item	Playing the game Uno	Washing a table
1. Establish eye contact			X	X	
2. Wrist rotation	X	X	X	X	X
3. Greeting response			X	X	
4. Waiting for turn	X		X	X	
5. Eye/hand coordination	X	X	X	X	X

The skill needs and critical/functional activities can now be fitted into a matrix or rectangular chart with columns and rows so that the interrelationship between the skill needs and activities can be seen at a glance.

Creating a Matrix for Incorporating Basic Skills Into Critical Activities

To fill in the worksheet:

1. List basic needs in the left hand column. Basic needs will have been drawn from assessment team reports and will include communication, behavior, physical and social skill needs.

2. List the critical functional activities (i.e., those practical, everyday activities that are most essential to the student's independence) across the top of the page. Activities are identified by parent, teacher and ancillary staff and are drawn from the curricular domains of recreation/leisure, vocational, domestic and community activities.

3. Check where basic skills training can be provided within a critical activity.

When the matrix is completed a teacher will have the basis for developing Individual Educational Plan objectives. In addition, the matrix will show the student's skill training needs and the context for training (i.e., functional activities and environ- ments).

Student: _____ Date: _____

Basic Skills - Critical Activities Matrix

(See Appendix for a blank copy of this form)

Basic Needs	Critical Activities: Eating	Sweeping	Shopping	Listening to records	On/off shirt-pants	Card games	Washing face	Washing hands	Setting, clear-ing table	Washing table	Telephone	Restaurant
Increase social skills with peers												
Hand rotation, squeeze												
Greeting with peers												
Visual dis-crimination												
Balance and coordination												
Following directions												
Articulating final consonants												
Decreasing tantrum behavior												
Taking turns, ability to wait												
Expressing wants and needs												
Cooperative team play												
Increasing social conversation skills												

Adapted from Sailor and Guess, 1983.

C. A Strategy for Developing IEP Objectives

The list of identified basic skill needs and critical, functional activities yields the IEP objectives. One strategy for identifying IEP objectives is to write both the basic skill needs and the critical activities as objectives even though the student will be trained in basic skill needs during all the activities. The reason for translating the basic skill needs into objectives is to ensure that the teacher is accountable for seeing that the student acquires the skill as it is trained across several activities.

Another key idea is that the IEP objectives are also the critical activities into which the relevant basic skill needs will be incorporated. A closer look at a critical activity -- card games -- will help clarify this concept. "Card games" is shown on the matrix as an activity that can include the following basic skill needs -- social skills with peers, hand rotation, greeting, visual discrimination, following directions, articulation, appropriate behavior, turntaking, waiting, expressing wants and needs, cooperative play, and conversational skills. The IEP objective, then, would be that the student is able to play card games. (However, as the next section explains, the objective would be far more explicit as to behaviors performed, conditions under which performance is expected and criterion for success.) Basic skill needs will be incorporated into each discrete behavioral step that the student will progress through as she acquires the ability to perform the activity/objective.

Components of an IEP objective

Each objective must include the following information:

- performance of specific behaviors
- the conditions under which instruction is provided
- the criterion for completion

On the next page are examples that will clarify the information each objective should contain. The examples also show how two types of objectives can be written separately but trained in combination.

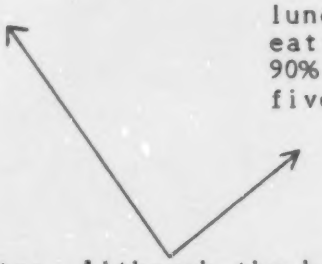
An example of a basic skill objective

Adam will make five relevant conversational statements (e.g., what did you do in school this morning? Do you want to play ball at recess, etc.) during mealtime, and during his job as a cafeteria worker, for three consecutive mealtimes and work sessions.

An example of functional activities objective

Adam will perform cafeteria clean-up duties (stacking, scraping, returning lunch trays), with three fellow workers, 90% correctly on three consecutive occasions.

During lunchtime in the cafeteria, Adam will obtain his lunch, take it to the table, eat the food and clear his area 90% of the time for four out of five consecutive days.



Note: Although the basic skill objective of increasing social conversation skills is written separately on the IEP, the teacher will train Adam in conversational skills within and across critical functional activities.

4. PROVIDING INSTRUCTION -- SOCIAL SKILL PROGRAMS

This chapter discusses the "how," "where," and "when" of translating instructional objectives into a training program. The emphasis is on "task-analyzing" each objective (breaking each instructional objective down into steps), then creating an instructional program that enables the teacher to train the student in social skills as she trains him in performing a functional activity. Specific instructional techniques are explained, and environments and schedules for training are suggested.

A. How Instruction is Implemented

1. Task Analyzing the Instructional Objective

Basic skill objectives are taught within the context of a functional activity, which is in turn broken down into discrete behavioral steps. The basic skill consists either of a specified step within the skill sequence or is inseparable from one or more of the activity steps (Sailor & Guess, 1983).

The example below can clarify the relationship between basic skills and activities:

Basic Skill	Activity - TETHERBALL	Basic Skill
turn-taking	1) Go to tetherball with friend	cooperative play
	2) Stand on opposite sides of the pole	
	3) Hold tetherball and hit with dominant hand	Cooperative play is inseparable from these activity steps, since cooperation is required for the students to perform each step.
specific step →	4) Take turns catching or hitting the ball	←
specific step →	5) Continue turn-taking until the rope is wound around the pole	
	6) Congratulate friend or acknowledge win	

Note: On the IEP, "turn-taking" and "cooperative play" would be listed as separate objectives in combination with activities such

as tetherball. The basic skill objectives would be written in the standard objective format below:

Turn-taking: Adam will take turns 100% of the time when playing tetherball or UNO with a friend for three out of four consecutive sessions.

Cooperative play - Adam will play with a friend during a tetherball and basketball game 80% of the time on three out of four consecutive sessions

2. Instructional techniques

Some instructional techniques that can be used to help the student improve her independent performance of basic skills and functional activities are included below. It should be noted that although the list seems to specify prompting techniques in an order that begins with the least intrusive and ends with the most intrusive, different prompts will be intrusive to different students. For each student, an individual determination must be made of the prompts that will be effective, and the order in which the prompts should be delivered to move a student toward independence. For some students, a verbal prompt allows a more independent response than a gesture. For other students, a verbal prompt is more intrusive than a slight hand movement.

Be sure to react enthusiastically to increased independent actions or reactions during ongoing instruction.

Social Skill to be Trained:
Waiting in Line

Instructional Techniques

- Indirect
  Verbal

  "Where should you be?" — Direct student's attention to what he should be doing without giving a specific instruction.

- Direct
  Verbal

  "Go get in line" — The specific verbal direction given by instructor

- Gesture

  Teacher points to line — Instructor indicates nonverbally the behavior to be performed.

- Modeling

  Teacher walks to line and stands appropriately — Teacher performs the behavior.

- Partial Physical

  Gentle push in direction of line — Teacher gives the minimum amount of physical contact needed to move the student in the appropriate direction.

- Full Physical

  Teacher takes student's arm and walks her to the line — This is used during initial training only to give the student a notion of the behavior that is required.

The teaching technique that would best be used for a specific student should be written under the "instructional procedure" section for each objective (see section 3).

3. Seven Examples of Instructional Programs that incorporate Social Basic Skill Needs into a Functional Activity

The following seven sample instructional programs are included to give the reader a range of choices for developing a task analysis instructional procedure format. It should be noted, though, that however the program layout varies, certain components should be included in any instructional program:

- the instructional objective
- the steps the student must perform in order to complete the activity
- the setting(s) in which instruction is delivered
- the materials needed to carry out the activity
- the teaching procedure(s)
- The measurement procedure(s)

The sample programs included here are based on the instructional model presented throughout this manual, in which basic skill needs are incorporated into a functional activity. The programs described here are also examples of instructional programs that are social in nature; that is, they have the potential for readily incorporating any of the social basic skill needs of

a particular student. As this manual has stressed, it's essential that the teachers provide training in social skills within the context of a variety of functional activities to ensure that the student can generalize the skill across a number of settings, materials, people, and behaviors. Within each activity, the social skill may be written as a separate step or it may be an inseparable part of an activity.

In the example immediately following, ten basic skills have been incorporated into a single functional activity -- the game UNO. Seven of the basic skills are social in nature.

Playing UNO

Steps of the instructional program	The basic skills that are incorporated	Basic skills
1. Obtains cards	(2, 4, 7, 8, 9, 10)	1. social skills with peers
*2. Approaches peer and asks whether peer wants to play	(1, 3, 6) (2)	2. hand rotation 3. greeting
3. Picks up cards dealt to her	(1, 5, 6)	4. visual discrimination
*4. Takes turn at the appropriate time	(All)	5. following directions
5. Matches color/number	(2, 7, 8, 9)	6. articulation
6. If discarding is not appropriate, picks up card from center pile	(10)	7. appropriate behavior
	(4)	8. turn taking
a) places card picked in tray if matches color/number	(All)	9. cooperative team play
b) places card in hand if no match match color/number	(2, 7, 8, 9)	10. conversational skill
*7. Initiates/reacts - makes four comments or responses during the game		
*8. Calls UNO when one card remains in her hand		
*9. Congratulates peer who obtains UNO/or makes others aware of her own win		
*10. Does not tantrum throughout duration of game		

* Steps that are social in nature.

See the next page for the complete instructional program for UNO, which includes both the task analysis and teaching procedures.

Playing UNO

Student: Adam

Objective: Adam will play a modified version of UNO with a peer during free time with 80% independent performance on the ten identified steps on three consecutive days.

Task Analysis (breakdown of functional activity into steps)	Instructional Procedure
1. Obtains UNO cards 2. Approaches peer and asks whether peer wants to play 3. Picks up cards dealt to him 4. Takes turn at the appropriate time 5. Matches color/number 6. If discarding is not appropriate, picks up one card from center pile a) places card picked in tray if matches color/number b) places card in hand if no match of color/number 7. Initiates/reacts - makes four appropriate comments or reactions during the game 8. Calls UNO when one card remains in his hand 9. Congratulates peer who obtains UNO or makes others aware of his own win 10. Does not tantrum throughout duration of game	Setting: Classroom table. Student and peer, or group instruction if other students would like to participate. Materials: UNO cards, tray Procedure: Concurrent chain* The teacher gives a verbal cue "A., it's time to play UNO." If A. reacts appropriately to each of the specified steps, the teacher will immediately respond enthusiastically. If no action or an incorrect action, the teacher will select an appropriate correction procedure from the following strategies: indirect verbal direct verbal gesture model Reinforcement: Verbal praise is given for an independent action or a prompted action if on the appropriate level of the prompt/fade hierarchy. Measurement: Score a "+" if the step is performed independently. Score "-" if no action or incorrect action. Graph the % of correct steps per trial. Generalization: A. will play at home with neighborhood friends or family members.

* See Glossary

Initiating a Leisure Activity with a Peer

Student: Rebecca

Long-range Educational Goal: Given a potentially social situation with nondisabled peers, Rebecca will 1) seek out a peer, 2) greet the peer, 3) choose a leisure item and bring it to the peer, 4) partially participate* with the peer in playing the game for at least 15 minutes on four out of five days.

Objective: Given a choice of three leisure items at lunch or in the afternoon at leisure time, Rebecca will choose one item and bring it to a nondisabled peer, indicating her desire to play. She will be able to do this with 80% accuracy for three consecutive days.

Task Analysis	Instructional Procedure
1. Chooses a desired leisure item from a choice of three items. 2. Picks up the item and carrys it to a nondisabled peer. 3. Presents the item to the peer, indicating desire to play	Setting: Rebecca is with nondisabled peers and a teacher at lunchtime or at leisure time on the schoolyard or in the classroom. Instruction takes place five times per day: -- three times during lunch -- two times during afternoon leisure Materials: 1) three leisure items (should vary) 2) data sheet 3) pen or pencil Procedure: Forward Serial Chain* Step 1: When nondisabled peers are available, teacher (T) takes out three leisure items that vary from trial to trial and places them in front of Rebecca. T then gives the cue "pick one to play with, Rebecca." T waits 15 seconds for Rebecca to react independently. If Rebecca picks an item without help, T gives lots of praise and touches, and scores a plus. T then takes Rebecca through the rest of the sequence with gestural prompts, or physical prompts, if needed, giving verbal cues for each step ("pick it up and bring it to _____," or "give it to _____ to play with.") If Rebecca does not react independently, T prompts her through the entire chain and scores a minus. When Step 1 reaches criterion (80% correct = four out of five trials for three consecutive days), move on to Step 2.

* See Glossary

Task Analysis	Instructional Procedure

Step 2: Same as Step 1 except T gives cue, "pick something out and bring it to _____," then waits 15 seconds for Rebecca to do the first two steps of the chain independently. T praises and scores the first two steps of the chain using the same procedure as in Step 1. When 80% accuracy is reached in Step 2, move on to Step 3.

Step 3: Same as Step 2 except T gives cue, "give something to _____ to play" and waits 15 seconds for Rebecca to do the entire sequence independently. T praises and scores all steps of the sequence using the same procedure as in Step 2.

Measurement: Using frequency, score the total number of correct in five trials per day.

Step 1: Make a graph of three blocks of five trials per day. 80% criterion is reached in four out of five trials for three consecutive days are correct. When three days have passed with four correct independent trials, move on to Step 2.

Step 2: Count a step "independent" only if both steps 1 and 2 in the sequence have been performed independently. When three days have passed with four correct independent trials, move on to Step 3.

Step 3: Count a step as "independent" only if all three steps in the sequence are performed independently. When three days have passed with four correct independent trials, the criterion for the objective has been met.

Generalization Strategies: At least two different peers should be involved with Rebecca in this social program, using a variety of leisure items. The items should be used in at last two different settings, with at least two different teachers.

Next Objective: Given a leisure item and a group of peers, Rebecca will partially participate in the leisure activity for 15 minutes on four out of five days.

Cafeteria Worker

Student: Matthew

Instructional Objective: Matthew will perform cafeteria clean-up duties (stacking, scraping, returning lunch trays) with three fellow workers. Matthew will respond independently with 90% accuracy on three consecutive occasions.

Task Analysis	Instructional Procedure
1. Goes to work station	Setting: Tray station at school cafeteria when Matthew has finished eating.
2. Greets fellow workers.	Materials: Gloves, apron, spatula
3. Puts on apron and gloves and picks up spatula.	Prompt levels:
4. Picks up trays and stacks them to the level indicated by the tape marker	A. Verbal and point B. Verbal only (see specific cues below) C. Independent
5. If greeted or approached by students or fellow workers, reacts appropriately.	Begin with level A prompts. When Matthew performs a step correctly, move to the next prompt level.
6. Scrapes food from trays if needed.	General verbal cue: "It's time to work." These are the specific verbal cues for each step:
7. Takes stacked trays to sink counter in cafeteria kitchen	1. "Go to the table" 2. "Say hi to _____" 3. "Put on apron"/"Put on gloves"/"Get your spatula"
8. Returns to work station.	4. "Match"
9. Repeats steps 4, 6, 7 until all trays are cleared from the lunchroom.	5. "_____ is talking to you" 6. "Scrape" 7. "Put on counter"
10. Takes off apron and gloves and returns all materials to the table.	8. "Go to table" 9. see 4, 6, and 7 10. "Take off apron/gloves"/"Return spatula"
11. Checks out with cafeteria manager.	Waiting period for reaction: five seconds
12. Says "good-bye" to co-workers.	Correction procedure: Immediately interrupt an incorrect response with, "no, that's not right." Repeat original cue and give whatever additional assistance is necessary to ensure success.
	Reinforcement: Verbal praise given for independent correct responses or for correct responses at the appropriate prompt level.

Task Analysis	Instructional Procedure
	Reinforcement schedule: When Matthew has reached criterion on each step, fade reinforcement. Measurement: Score a (+) on the data sheet for each correct response. Score a (-) for each incorrect response per session.

Concentration

Student: Lisa

Objective: Given a deck of playing cards and the cue, "Play concentration", Lisa will independently play the game with one other student, following all the rules and taking turns with 90% accuracy on all responses in the game for two out of three consecutive sessions.

Instructional Procedure	Task Analysis Student Behavior: Responses student will make
Setting: The card game concentration will be played in the classroom at a table. **People:** Lisa will play the game initially with the teacher (ratio 1:2) and then only with peers (disabled and nondisabled). **Materials:** Flat surface to lay cards on, standard deck of playing cards.	1. Places cards on table in even rows face down. 2. Waits for other student to take turn. 3. Begins turn by turning two cards face up. 4. Picks up matching cards and puts them in her stack or/Turns cards face down. 5. Counts cards.
Abbreviations: S^D - Naturally occurring cue R - student response	

Procedure: Concurrent Chain

S^D [given deck of cards "play concentration"] → R_1 [places cards on table in even rows face down.] → Positive Reinforcement
Direct Verbal ("Lay out the cards")

S^D [sees cards face down] → R_2 [waits for other student to take turn] → Positive Reinforcement
Indirect Verbal ("Whose turn is it?")
Direct Verbal ("It's his turn")

S^D [other student's turn is over sees cards face down Donald says, "It's your turn Lisa."] → R_3 [begins turn by turning two cards face up.] → Positive Reinforcement
Direct Verbal ("What do you do now?")
Modeling (Demonstrate turning over two cards)

S^D [cards match] → R_4 [picks up matching cards and puts in her stack] → Positive Reinforcement
Indirect Verbal ("Do they match? What do you do now?")

Response Variation:

[cards do not match] → R_4 [turns cards face down] → Positive Reinforcement
Indirect Verbal ("Do they match? What do you do now?")

[Continue sequence R_2-R_4 until all cards are gone]

S^D: all cards are picked up → R_5 [counts cards] → Positive Reinforcement
Indirect Verbal ("How many cards do you have?")

Measurement: Score "+" on data sheet for each correct response and "-" for no response or incorrect response. Graph percent of correct responses per session.

Eating in the Cafeteria

Student: Raymond

Objective: When in the cafeteria during the regular school lunchtime, Raymond will 1) stand in the food pick-up line without hitting another student or touching objects, 2) will pick up a tray, 3) carry the tray to the table, 4) sit down, 5) remain seated in his chair and eat his meal appropriately, 6) stand up when directed by trainer, 7) pick up his tray, and 8) carry it to the appropriate plate-return area. The criterion for success will be carrying out each of these steps independently.

Task Analysis	Instructional Procedure
1. Raymond will stand in food pick-up line without hitting another student or touching objects. 2. He will pick up tray. 3. He will carry tray to his table and will set it down. 4. He will sit down in his chair. 5. He will eat and drink appropriately. 6. He will stand up when directed by trainer. 7. He will pick up the tray. 8. He will carry the tray to the apropriate plate-return area.	Setting: Raymond is in the cafeteria at the regular lunchtime. No equipment is needed. Method: Step 1: If Raymond leaves the line, say and/or sign "Come". If he does not respond, physically prompt him to return. If he picks up an object, say "No" and physically guide him to put it down. If he hits another student or touches objects, say "No" and hold his arms down to his side for 30 seconds. Steps 2-8: If he gives an incorrect response, physically prompt him to perform the behavior. If no response, put him through the behaviors. Reinforcement: Step 1: Reinforce with praise and hugs on a variable interval schedule. Steps 2-8: Immediately reinforce a correct independent response with praise and hugs. Reinforce a prompted response if it was an improvement over his previous performance. Measurement: Mark independent responses with a (+) on the attached data sheets. The criterion is independence on each step of the task sequence.

Social Skills in a Fast Food Restaurant

The following format does not include all the components of an instructional program. It is presented here to point out the variety of social skills that can be taught in a fast food restaurant.

Fast Food Restaurant

Restaurant Sequence	Social Skills to be Taught/Stressed
Entrance into Restaurant Locates entrance Uses push/pull door	Entering - It's possible that the student could come into contact with other people here. Teach her to say "Hello" or "Hi." She could hold open the door for friends or others. Stress being polite -- saying "Thank you" and "You're welcome."
Locates area to order Stands back - Decides what to order from wall menu	Deciding what to order - This can be done at school or home. The higher functioning student could use a calculator to determine if she has enough money. Student should be taught to stand out of the way to allow room for others. Student could converse with her friend about the order.
Preparation Removes wallet Takes out money	Removing wallet and money - In some cases it will be necessary to teach the students to have their money out and ready prior to getting in the line. (If the student is quick enough, it may not be necessary.) When the money is out and ready, it helps facilitate positive interactions because the student does not end up holding up the line by taking too much time. Teachers should teach students ways to get in and out of money exchange lines as quickly as possible.
Gets in line Moves with line	Waiting in line for turn - Teachers need to teach students not to push ahead or bump into others. An interaction could occur while the student is waiting to order. The students also need to learn to follow the movement of the line. Monitor inappropriate behavior.
Ordering Looks at waitress/waiter	Maintaining eye contact - Ideally, students should be taught to be looking at the waitress or waiter to determine the onset of the interaction. Establishing eye contact helps signify that the student is ready to order. It helps create a positive interaction, especially if the student has a smile on his face.
Greets waitress/waiter	Greeting - Once eye contact is established, the student could initiate or react to the greeting.

Restaurant Sequence	Social Skills to be Taught/Stressed
Ordering (cont'd) Reacts to cue from waitress/ waiter	Reacting to cue - The student needs to be taught to react appropriately to a variety of ordering cues.
Initiates order (if no cue)	Initiating order - In some cases the waitress or waiter may not make an attempt to ask a student what he wants. The student must then initiate the interaction and state his order. He also needs to recognize the need to initiate. The student must therefore be trained in reacting to a variety of responses from others, in using an appropriate tone of voice (not too loud or soft), and in clearly articulating his order.
Payment Reacts to cue for payment Hands waitress/waiter money	Reacts to cue for payment - Since the student already has her money out and ready, the money exchange procedure should go smoothly. Students need to be taught to react to the cue for payment immediately, put the money on the counter, or hand the money to the appropriate person (holding it close enough for the waitress or waiter to take it).
Waits for change	Waiting for change - Teach the student to wait, and to have his hand out (palm up) ready to receive the change.
Reacts when given change	Reacting when receiving change - Knowing and following social rules is a very important skill! If the student responds to or initiates "thank you" or "you're welcome", a positive interaction results, and everyone feels good. This will help the students be accepted.
Receipt of Food Waits for food	Waiting for food - The student should wait and act appropriately if food isn't readily available. Her hands sould be ready to receive bag or tray.
Reacts when given food	Reacting when receiving food - The students should be taught to have their hands out, be ready to receive food and react with a "thank you".
Asks for condiments	Asking for condiments - Students may need to ask for ketchup or other condiments. The teacher should encourage eye contact, smiles, appropriate questions, voice volume, articulation, and saying "thank you".

Restaurant Sequence	Social Skills to be Taught/Stressed
Receipt of food (cont'd) Moves to side Puts change away (money may be put away before or after moving aside, depending on the student)	Moving to side - Direct the student to move to the right or left, so that others can get in line. Since the whole process goes so quickly when ordering and paying for food, it may be necessary to teach students to move to the side to put their money away. If the student is quick to put his money away, he should do so after receiving the change. Teaching the students to place the change in their pocket is also a good way to speed up the process.
Locating a seat Stops at condiment stand	Obtaining condiments, etc. - Students need to be taught how to obtain a straw, ketchup, and, most importantly, a napkin. The students may need to wait in line to use the stand. Students need to be trained in watching out for other people.
Choosing a Table Takes tray and belongings to seat	Maneuvering through restaurant - The student should act appropriately while locating her seat. She should not block the aisles and should watch out for other people and their belongings.
Eating Converses with friends	Conversing with friend - Teachers need to focus on getting each student to spontaneously interact with others. Some areas to emphasize are: initiating/reacting, eye contact, appropriate conversational content, staying on topic, appropriate voice volume, etc. Many of these skills can be taught during mealtime. Let students sit together without an adult. Closely monitor their skills and behavior.
Table manners Uses appropriate amount of condiments. Uses silverware properly. Uses napkin. Acts appropriately.	Displaying table manners - If students look messy (ketchup on cheek) or act inappropriately, attention is drawn to them. Teachers need to make the public believe in the students. If students act inappropriately, the owner may question our right to be there.
Collects and disposes of waste	Collecting and disposing of waste - Students will need to be taught how to pick up after themselves. The employee in charge of keeping the dining area clean will be pleased. Students may need to wait to use the disposal area or may need to hold the disposal chute open for another person or respond if someone else does it for them.

Restaurant Sequence	Social Skills to be Taught/Stressed
Use of restroom (if necessary See separate breakdown	
Exit from restaurant	Exiting - When leaving, if students are greeted by a customer or employee, they should respond appropriately. Students could hold open the door for friends or others.

4. Supplemental Instructional Techniques

The following instructional techniques may be used to facilitate the acquisition of a specific skill and to enhance motivation:

a. simulated situations
b. role playing
c. slides

It should be noted that these techniques should not be used with all students because the techniques require the students to possess higher cognitive skills. In addition, some students need to learn through direct experience and receive immediate consequences for their actions. Thus, these techniques are not prerequisites that have to be completed before training takes place in the actual environment. Rather, they can be used in addition to instruction delivered in the natural setting.

Teachers may want to use these techniques before delivering instruction in the natural environment, or after an activity is completed in the natural enviroment. In either case, these instructional techniques are intended to be presented to students in the classroom -- away from public view. The major advantages of using these procedures is to motivate students to remain interested and involved during the instructional session in the natural environment, give them further opportunities to practice their skills, and provide them with some private feedback on their performance in public. These techniques also make it possible to show the student various models of correct performance.

a. Simulation as an instructional technique

The use of simulated situations can be a highly effective means of teaching students specific skills. In most instances, these simulations occur before the activity. For example, if on a given day a group of students are to go to the grocery store, the grocery shopping experience could be simulated in the classroom before going out, using as many items as possible (empty food containers, money, grocery cart, backpack, etc.). The teacher can find alternatives for items that are not available in the classroom (e.g., cash register). The actual procedure would entail a teacher or aide acting out the whole process of buying an item as the students watched. This simulation would show the precise sequence of the activity to be performed, thus helping the students to be more successful in the natural enviroment. At the same time, appropriate appearance, behavior, and social skills could be taught and stressed.

One overwhelming advantage of simulations is that students enjoy viewing and participating in them. They become involved in the activity as they discuss what the adults and other students are doing. They also quickly learn to point out what is and is

not acceptable. By allowing students to participate in the simulation, the teacher can encourage students to demonstrate their independence and serve as models. In a simulated situation, it's very easy for the teacher to be on hand to give the needed instruction, as well as to provide immediate reinforcement. The major disadvantage is that in a simulated situation some of the aspects of a real experience will be left out, which is why instruction and experience in the natural environment is a MUST.

However, it should be noted that simulating an experience can help a student perform independently, while she demonstrates appropriate behaviors and social skills that she's in the process of acquiring. Students need to be taught the skills that will allow them to participate in community activities prior to, during, and after an actual experience. All of these techniques will help students become more independent and act more appropriately, thus becoming more socially acceptable.

b. Role-Playing as an Instructional Technique

Role-playing is used by the teacher to demonstrate to the students behaviors that are appropriate, and those that need correction. During a role-playing session, the teacher, with the assistance of an aide, models the behavior of his students, picking behaviors that interfere with their success in other environments as well as behaviors that increase their success in a nonclassroom setting. As the teacher role-plays, the students are asked to identify the aspects of the performance that are correct, and to point out incorrect actions and offer suggestions for improvement.

When the teacher points out a student's correct performance, he provides positive reinforcement for appropriate behavior, thereby increasing the likelihood that the student will perform these actions in the future. Identification of inappropriate behavior helps the student discriminate between what is acceptable and what is not. The teacher then models the correct behavior, after students suggest improvements. The students are then given opportunities to practice the correct behavior, with the teacher providing further feedback.

After students practice correct behavior in a nonclassroom enviroment, role-playing sessions are conducted to provide immediate feedback on their performance. Role-playing can also be used effectively before the experience as a strategy for teaching behaviors that students will need to know in order to successfully participate in integrated school and community activities.

The following table provides some examples of role-playing behaviors that can help train students in eating in a socially acceptable way.

ROLE-PLAYING (EATING)

Acceptable	Not Acceptable
1. Keeping an upright position - back straight.	1. Head too close to plate - bent way over.
2. Bringing food up to mouth. Chewing food at a normal rate.	2. Shoveling food into mouth - not taking time to chew food, eating too fast.
3. Eating with lips closed - quiet eating.	3. Eating with mouth open and smacking lips noisily.
4. Swallowing before talking. Holding up hand to gesture to friend that the food has to be swallowed before talk can continue.	4. Talking with food in mouth.
5. Burping , but with covered mouth. Excusing self.	5. Burping - not covering mouth, laughing, not excusing self.
6. Using napkin periodically to maintain a neat appearance.	6. Getting ketchup (or food) over face, clothes - not correcting the situation.
7. Cutting up food. If poor fine motor - asking someone to help. Eating one piece at a time.	7. Taking bites that are too big - not cutting up food.
8. Using utensils appro-. priately.	8. Using fingers inappropriately.
9. Holding utensils correctly.	9. Holding utensils incorrectly.
10. Talking to friend, family and staying on topic, initiating, responding. . .	10. Not talking to friend, family.

c. Slides as an Instructional Technique

Teachers can use slide shows to show students the sequence of behaviors that are necessary to perform an activity correctly. Before putting together the slide show, the teacher will identify the activity to be learned, and will break it down into instructional steps. The sequence of steps will include the social behaviors that are required for successfully completing the activity in a nonclassroom setting. Each step will be displayed on a separate slide whenever possible. The slides to be included in the show will be photos of the students performing the steps of the activity with prompts from the teaching staff.

When the teacher presents the slide show to the students, she should be aware that using students as the subjects of the slides will increase their interest and involvement during the instructional session. Other advantages of the slide show as an instructional technique are:

- the precise social skills that are an integral part of an activity (e.g., greeting a grocery store clerk, getting ready to pay, etc.) can be included in the slide presentation in order to ensure that the students receive direct instruction on these social skills;
- opportunities for language practice are created when the teacher asks the students to comment on a slide;
- students can be taught to discriminate between correct and incorrect actions, through the inclusion of slides depicting inappropriate behavior.

B. Where to Provide Training in Social Skills: Instructional and Generalization Environments

Social skills are required in all enviroments where people interact with others. Some examples of teaching areas within the school and the community where interactions can occur are provided below.

1. School

Programming for severely disabled students should not be confined to the classroom. There are a number of teaching areas within a school building and school grounds where interactions could occur. Examples are:

- the main office
- hallways or stairwells
- drinking fountain
- bathrooms

- school grounds (recess)
- auditorium -- attending assemblies
- cafeteria
- library
- bus area
- snack area
- study hall
- nurse's office

The following six social skill analyses are breakdowns of activities that occur in some of the teaching areas listed above. When activities are separated out into a series of instructional steps, it becomes apparent that some of the steps are specifically social in nature. It is up to the teacher to take every opportunity to analyze whether a step could include social skills.

Bathroom

		Social	Potentially Social*
1.	Leaves classroom		X
2.	Walks to bathroom		X
3.	Greets others (if applicable)	X	
4.	Locates bathrooms		
5.	Discriminates boys/girls bathrooms	X (social rule)**	
6.	Walks into bathroom	X	
7.	Locates an empty stall	X (social rule)**	
8.	Closes stall door		
9.	Unfastens pants/pushes them down		
10.	Urinates/defecates		
11.	Uses toilet/toilet paper/flushes		
12.	Pulls up pants/fastens		
13.	Opens stall door		
14.	Walks to sink		
15.	Washes/dries hands		
16.	Greets/converses with peers	X	
17.	Checks appearance -- make corrections if necessary	X	
18.	Leaves bathroom		X
19.	Walks back to classroom		X

How to turn "potentially social" into a social activity:

The teacher could arrange for a student to walk to and from the bathroom with a peer, which would require:

- waiting until the friend is through
- walking next to the friend
- conversing
- demonstrating appropriate behavior

* a step that could become social, if the teacher set it up that way

** this is an important social rule that the student should avoid violating

Using Hall Lockers

	Social	Potentially Social
1. Leaves classroom		X
2. Appropriately greets others in hallway	X	
3. Walks to locker (on right hand side of hall)		X
4. Locates locker		
5. Uses key or combination lock		
6. Hangs up coat/sweater (outer garment)		
7. Locks up locker		
8. Walks back to classroom		X

Drinking Fountain

1. Leaves classroom		X
2. Walks with friend	X	
3. Locates drinking fountain		
4. Stands/waits in line if necessary	X	
5. Converses with friend, using appropriate tone of voice	X	
6. Appropriately uses drinking fountain		
7. Waits for friend	X	
8. Demonstrates appropriate behavior	X	
9. Walks on right side of hall		X
10. Returns to classroom		X

Snack Time

		Social	Potentially Social
1.	Washes/dries hands		
2.	Sets table		
3.	Locates seat		
4.	Passes out (serves) snack, passes snack to next student	X	
5.	Counts money (pennies) to purchase drink		
6.	Opens container, and/or		
7.	Pours from carton/pitcher		
8.	Eats food appropriately	X	
9.	Drinks liquid appropriately	X	
10.	Uses napkin	X	
11.	Requests food/drink to be passed	X	
12.	Responds to request to pass	X	
13.	Converses	X	
14.	Cleans up - takes dishes to sink		X
15.	Washes/dries hands		
16.	Checks appearance in mirror	X	
17.	Washes dishes		
18.	Dries dishes		
19.	Washes table		
20.	Dries table		

The Lunchroom

		Social	Potentially Social
1.	Walks to cafeteria		X
2.	Locates lunch line		
3.	Waits in line appropriately	X	
4.	Greets/converses with cashier/cooks	X	
5.	Gives money (or lunch ticket) to cashier	X	
6.	Obtains lunch/milk		
7.	Obtains eating utensils/condiments		
8.	Carries lunch to table		
9.	Sits down		
10.	Opens milk (may need to ask for help)		X
11.	Takes cover(s) off lunch (if necessary)		
12.	Eats/drinks/uses napkin - has appropriate manners and maintains neat appearance	X	
13.	Converses	X	
14.	Buys a snack (optional)		X
15.	Gathers items to be thrown away		
16.	Throws away garbage		
17.	Behaves appropriately	X	
18.	Leaves lunchroom		X

School Grounds (Recess)

	Social	Potentially Social
1. Leaves classroom		X
2. Walks route to playground		X
3. Asks a friend(s) to play a game	X	
4. Responds to friend asking him to play	X	
5. Participates/engages in activity	X	
6. Follows social "rules" - take turns, is a good sport, follows game rules, acts appropriately, etc.	X	
7. Converses/hangs out	X	
8. Initiates/reacts to playing another game - follow steps 3 - 8	X	
9. Recognizes when recess is over		
10. Gets in line	X	
11. Waits until told to go in	X	
12. Walks back to classroom		X

2. Community

If students are to function independently in the community as well as in school, they need to be trained in social skills that they'll use in the community. A number of community environments are available for social skill training, including:

- sidewalks
- buses
- grocery stores
- restaurants
- libraries
- bowling alleys
- laundromats
- movie theatres
- ice cream parlors
- parks
- shopping malls

The following five task analyses show skills that need to be learned within various community environments. Once again, when the activities are broken down into instructional steps, it becomes apparent that some of these steps include social skills or could have social skills included.

Fast Food Restaurant

(See the earlier section in this chapter entitled "Social Skills in a Fast Food Restaurant" for a more detailed instructional format)

		Social	Potentially Social
1.	Walks in restaurant		X
2.	Takes out wallet/money		
3.	Locates counter		
4.	Gets in line	X	
5.	Waits for turn	X	
6.	Greets/converses with cashier	X	
7.	Reacts to cue, "What would you like?"	X	
8.	Initiates order "I want"	X	
9.	Reacts to cue for payment	X	
10.	Waits for change/food	X	
11.	Thanks cashier	X	
12.	Locates a seat, sits by self or with friend(s)		X
13.	Carries food to the table		
14.	Eats appropriately	X	
15.	Uses good table manners	X	
16.	Converses with friend(s)	X	
17.	Throws waste away		
18.	Leaves restaurant		X

The Library

	Social	Potentially Social
Locates Entrance		
discriminates between the In and Out signs		
Locates Return Desk		
returns library book		X
Locates Activities Student Can Participate in While at Library		
Looks at books/magazines		X
1. Locates/chooses book/magazine		
2. Uses material appropriately		X
3. Duration of activity _____		
4. Returns book to correct place		
5. Selects/checks out book to take to class or home		
6. Initiates different activity		
Uses Records		
1. Obtains headphones (asks for them - verbally and/or through picture)	X	
2. Locates/chooses a record		X
3. Removes record - places on turntable		
4. Plugs in headphones		
5. Turns record player on		
6. Sits and listens appropriately	X	
7. Duration of activity _____		
8. When record is finished or student is tired of listening, turns knob to off		
9. Removes record and returns to record jacket		
10. Puts record in correctly		
11. Returns headphones		
12. Selects a different activity	X	
Locates and Uses Restroom	X	
Goes Through Checkout		
1. Locates check out - waits in line appropriately	X	
2. Presents book(s)/card	X	
3. Receives book(s)/card	X	
4. Locates "out" door		
5. Carries personal belongings back to school		X
Displays Appropriate Behavior		
1. Talks quietly	X	
2. Sits quietly	X	
3. Walks vs. runs	X	
4. Acts appropriately	X	

Riding the Public Bus

		Social	Potentially Social
1.	Uses appropriate procedure for crosswalks		
2.	Locates correct bus stop		
3.	Takes out bus ticket/has money ready		
4.	Recognizes bus		
5.	Identifies correct bus		
6.	Waits for people to exit	X	
7.	Gets in line (if appropriate)	X	
8.	Boards bus quickly, entering front door	X	
9.	Presents ticket to bus driver	X	
10.	Puts money in receptacle		
11.	Asks for transfer if necessary	X	
12.	Locates empty seat or finds friend	X	
13.	Puts bus ticket away		
14.	Sits appropriately on bus	X	
15.	Occupies self (reads book, talks quietly)		
16.	Leaves room for others to sit	X	
17.	Prepares to get off (puts book away)		
18.	Identifies landmark to get off		
19.	Pulls bell		
20.	Stands up after bus stops		
21.	Exits quickly and moves away from bus		X

Walking to a Community Site

		Social	Potentially Social
1.	Dresses appropriately		
2.	Uses proper exit		
3.	Walks with a friend	X	
4.	Walks at an appropriate pace	X	
5.	Interacts with friend while walking	X	
6.	Looks to the right when crossing streets		
7.	Looks to the left when crossing streets		
8.	Makes the proper decision		
9.	Follows correct route to destination		
10.	Uses proper entrance		

Grocery Store

		Social	Potentially Social
1.	Recognizes/locates grocery store		
2.	Recognizes/locates "in" door		X
3.	Obtains cart		X
4.	Loosens outer clothing		
5.	Removes backpack		
6.	Gets out shopping list		
7.	Prepares communication book		
	a. opens book to picture of item		
	b. places book in cart		
8.	Gets out calculator		
9.	Systematically locates item		
	a. manipulates cart appropriately	X	
10.	Uses list/picture to find item		
	a. Lists items purchased		
	b. requests assistance if necessary	X	
11.	Uses calculator		
	a. punches amount		
	b. subtracts cost of item(s)		
	c. subtracts tax		
	d. determines enough/not enough		
	e. returns item to shelf if necessary		
	f. recalculates if necessary		
12.	Places food item in cart		
13.	Gets money out		
14.	Locates shortest line	X	
15.	Gets in line, waits appropriately	X	
16.	Places item(s) on counter		
17.	Gives cashier money	X	
	a. reacts to cashier's questions	X	
18.	Waits for change	X	
19.	Puts change and receipt into bag		
20.	Picks up package		X
21.	Pushes cart out of line	X	
22.	Gathers personal belongings		X
23.	Puts cart away		X
24.	Waits for others	X	
25.	Leaves with partner	X	

C. When to Provide Social Skills Training: Scheduling

In order to provide an effective instructional program, a well-planned schedule is essential. Careful scheduling ensures that:

- training of IEP objectives is delivered consistently across various environments and staff
- staff time is used efficiently
- instruction is delivered when the activity would naturally occur
- the ratio of classroom to nonclassroom instruction can be monitored

1) Scheduling activities that promote integration

Whenever possible, the classroom teacher should ensure that the severely disabled student's schedule coincides with his nondisabled peers' schedules. In order to do this, the teacher must set up times in which disabled and nondisabled students are in proximity to one another, so that students have an opportunity for interactions. Arranging proximity also means that severely disabled students will be able to practice social skills, including how to look and act socially appropriate and responsible, in a setting that can be motivating to the students.

The following questions can serve as a checklist for finding out when nondisabled students use various school facilities. The teacher can then program accordingly.

When do Nondisabled Students:

- eat lunch?
- use the bathroom/drinking fountain?
- pass between classes?
- use the library?
- come to school?
- leave school?
- go to recess?
- depart from the bus?
- wait for the bus?
- attend assemblies?
- participate in art activities?
- participate in music activities?

2) Scheduling ancillary staff time efficiently

- What time blocks will these staff members be able to spend in the classroom?
- How many days a week?
- When is the natural time of occurrence for each of the therapists to carry out instructional objectives (e.g., for the occupational therapist, it would be mealtime; for the adaptive P.E. instructor, it would be recess; for the speech therapist, it might be both these times, etc.)

3) Scheduling training in grooming

- When can you program for this so that training is delivered at the most naturally occurring time?
  - after arrival
  - before/after meal preparation
  - during bathroom breaks
  - after lunch
  - after P.E.
  - during appearance checks before leaving the classroom
  - before dismissal

4) Scheduling vocational activities

- When will the employer allow you to use her site?
- When are the other employees present on the site?
- What is the general work schedule of the other employees (arrival, break, lunch, dismissal)?

5) Scheduling community activities

- What are the business hours for each community site?
- What days are they open?
- When are people least likely/most likely to patronize the site?
- When can you allow a staff member to leave the school for off- campus training?

6) Scheduling leisure time

Arranging leisure times (structured/unstructured) whenever they best fit into your schedule.

- upon students' arrival into the classroom;
- to break up highly-structured programming;
- to fill empty slots in the teacher's schedule;
- when peer tutors are available.

7) Scheduling academic time

- When can reading/money/time/handwriting best be taught?
- Where and when will generalization training occur in the community?

8) Scheduling time for the peer tutor program

At the beginning of the year the teacher will need to develop a schedule. Since planning this schedule will precede inservicing the classrooms of nondisabled students, these students will need to receive appropriate disability awareness training.

The teacher can then recruit "peer tutors" and "special friends" (see the Awareness and Inservice Manual also published by Project REACH for a detailed discussion of peer tutoring and special friends programs). Once special friends and peer tutors are recruited, their volunteer time can be fit into the existing schedule. If this doesn't work out, the community/academics/leisure time schedules may need to be rearranged in order to accommodate the peer tutors.

5: INTEGRATION OF SEVERELY DISABLED AND NONDISABLED STUDENTS

A. Integration Defined

Integration takes place when severely disabled students participate in an activity with nondisabled students, either within the regular public school or at community sites in the surrounding neighborhood. Although it should be noted that integration doesn't mean that severely disabled and nondisabled students are placed in the same classroom for academic learning activities, integrated activities can occur in almost all of the school and community environments mentioned in this manual. Integrated sites might include:

School	Community
• the lunchroom	• parks
• playground	• library
• auditorium	• bowling alley
• gymnasium	• restaurants
• hallways	• grocery store
• library	• laundromat
• field trips	• movie theater
• bathroom	• buses
• music or art room	• arcade
• school dances	• shopping malls
• regular ed. classrooms	• ice cream parlor
• other	• other
_____	_____
_____	_____

B. The Reasons for Developing an Integration Model

In the past, people with severe disabilities lived segregated lives in institutions or were confined to their homes. But through the concerted efforts of concerned parents and professionals, laws have been passed that have made it possible for severely disabled people to be moved from institutions to community-based domestic environments, such as group homes and foster homes. Students with severe disabilities are also attending regular public schools to be trained in the performance of skills and activities that will allow them to participate as independently and productively as possible in heterogeneous community and domestic environments.

If severely disabled students are to learn skills that will allow them to work, live, and play in community environments, they must be able to interact with nondisabled people, so that they can observe how nondisabled people behave and carry out activities.

It's the teacher's responsibility to actively plan for integration in the school and community. Some of the more important reasons for doing so are summarized below. Integration can:

- develop the social interaction skills of severely disabled students to facilitate their acceptance in and adjustment to public school and community settings
- change the attitudes of nondisabled people so that they can adjust to having severely disabled people included in public schools and the community
- ensure that teachers are including functional, community-based activities in their educational programs
- provide severely disabled students with models of skills and appropriate social behavior.

C. How to Develop and Implement an Integration Model in Regular Public Schools and Community Settings

Guidelines for setting up and implementing integrated programs in the schools and community are discussed on the following pages.

1. Regular Public School Integration

SET UP

A "special friends" program: a volunteer program that recruits nondisabled students to be involved in structured interactions with severely disabled students.

a. Present the rationale and design for a "special friends" program to the following individuals:

- parents
- school personnel (principal, teachers, janitors, office staff and cafeteria workers)
- district administrators
- other interested individuals

Obtaining the support of these individuals is essential for program success.

b. Develop a slide show

A slide show is the key to inservice success. It can be used to introduce a teacher's disabled students, through photos, music and narrative. Some suggestions for developing a slide show that have proven successful in the past are:

- include photos of all your students, not just the cute ones
- try to take close-ups as well as small and large group shots
- take shots of two or three students interacting together (disabled and nondisabled)
- include both indoor and outdoor shots - use pictures that include familiar school and community landmarks
- take many photos, since the slide show will probably contain at least 75 slides

c. Make inservice presentations

To prevent negative interactions between disabled and nondisabled students because of lack of information, the teacher must inservice every classroom as close to the first day of school as possible. The inservice should include most of these components:

- a discussion of the ways in which the disabled students are different

- emphasize the fact that these students <u>are</u> learning in school
- a description of the skills that the students are learning
- a question/answer period to correct misinformation and to provide new understanding
- an effective pitch for student volunteers to be "special friends"
- <u>a sign up of "special friends"</u>

d. <u>Selection of "special friends"</u>

From the sign up list, choose an initial group of special friends, and announce to all classrooms the students who have been selected. Be sure to distribute to all the special friends' regular education teachers a chart of the times their students will be involved in the program. Remember, too, to obtain all the necessary permission forms from the parents of students participating (both disabled and nondisabled).

e. <u>Information to be shared with "special friends"</u>

It is essential that the following points be covered with each new group of "special friends":

- review the purpose of the "special friends" program and the activities in which they will be participating
- assign "special friends" - ideally, assign one nondisabled volunteer to each disabled student and have them participate together in a motivating activity that promotes social interaction
- discuss the "special friends" ground rules. Describe the nature of the commitment each volunteer will make and the behavior that is expected

IMPLEMENTATION

In selecting activities to implement in the "special friends" program, draw from the IEP goals and objectives that have been identified for the students. The "special friends" will be participating in the development of these IEP skills and objectives, either through direct instruction as a <u>peer tutor</u>, or by acting as a <u>support person</u> for informal instruction, maintenance and generalization of skills. Details on these two roles

are provided below:

a. The roles of the "special friends" support person and peer tutor

"Special friends" support person	"Special friend" peer tutor
Activities	
The support person may provide informal instruction during: • art • music • recess activities • cafeteria • unstructured leisure time • P.E. • sports - games • bus time (movement between classroom and bus) • field trips	They will be implementing the instructional programs designed by the teacher to meet the IEP objectives. Some examples of functional activities training that peer tutors can provide are the following: cooking washing a table mobility - walking toy play (if age appropriate) communication activities such as greeting, expressing wants, labeling objects
Scheduling	
Ideally, the teacher will schedule special friend activities to coincide with naturally occurring opportunities for integration such as: recess, lunchtime, before and after school, field trips, elective classes.	Scheduling occurs according to guidelines set by the regular classroom teacher as he reviews: 1) the free periods for the student involved (i.e., when their work is finished), and 2) the motivational aspect (the use of the opportunity to be a "special friend" as a reward for satisfactory classroom performance).
Supervision	
Periodic checks are made by the staff to ensure that interac-	Periodic checks are made by the staff to ensure correct,

	"Special friends" support person	"Special friend" peer tutor
	tions and activities are appropriate and to provide reinforcement to both the nondisabled and disabled students.	consistent delivery of instruction and reinforcement. The staff must provide reinforcement to the peer tutor to maintain her interest.
Evaluation		
	Informal observation is carried out by the staff on the interactions and the behavior changes of the severely disabled student.	Formal data is collected by the peer tutor on the disabled student's acquisition of the skill.
Reinforcement		
	The staff promotes social interactions between the disabled and nondisabled by reinforcing their occurrence. The staff should provide whatever rewards are necessary to ensure continued interest and a sense of accomplishment on the part of the "special friends".	The peer tutor provides reinforcement to the disabled student, and staff provides reinforcement to the peer tutor.

b. Spontaneous unscheduled visits

As friendships develop between "special friends" (nondisabled and disabled), nondisabled students will be making unscheduled visits to the classroom or to other settings that the disabled students frequent. These visits provide further opportunities for program support as they often occur during those unstructured times when added assistance is very much appreciated. Some of the most useful times are the following:

- bus time
- cafeteria - lunch
- assemblies
- recess
- field trips

MAINTENANCE Considerations for continued success:

a. Keep communication lines open

It's essential that the special education teacher keep up a continual dialogue with the regular education teachers and other staff involved so that suggestions and criticisms can be heard, misinformation can be corrected, and reinforcement can be provided to the staff for their support.

b. Do as much publicity work as possible

Publicize the news of "special friends" activities in the school newspaper, PTA bulletins, and the local news media. Publicity provides information to parents, staff, students, and the community, and reinforces the participation of nondisabled students and school personnel.

c. Continue informal inservice

Continue to use the slide show to:

- help nondisabled students better understand disabled students
- recruit more "special friend" volunteers
- keep participant interest high by including slides of volunteers at work with disabled students.

d. Rotate volunteers

"Special friends" should be asked to make a commitment to the program for a specified amount of time, after which a new set of volunteers will take their place. This is done to avoid burnout, and to allow for more students to participate.

e. Reinforce students for their participation

"Special friends" should be thanked publicly each year for their participation. Ideally, recognition can be offered at the school awards assembly, with a certificate of participation being given to each "special friend". Other suggestions are to give each new "special friend" a button or ribbon.

2. Community Integration

Because even people who thoroughly accept the need for integrating severely disabled student into regular schools have questions about the need for integrating the students into the community, this section presents the most frequently asked questions and answers.

a. Why must instruction occur in the community?

- The purpose of an educational program is to provide a student with those skills that will allow him to participate as fully and independently as possible in community living. Because of the learning characteristics of severely disabled students, instruction must be implemented in actual environments in which the activities are performed. It is unlikely that learning will simply transfer from the classroom to the community.

- People in the community provide models of appropriate skills and social behavior.

- The community environment provides opportunities for naturally occurring social interactions.

b. Where will instruction occur in the community?

The IEP objectives will specify the training environments; however, specific settings will be determined by staffing and transportation considerations.

c. How will instruction be implemented in the community?

- Instructional programming will be provided that includes specific instructional objectives and clearly-outlined teaching procedures, measurement and reinforcement strategies.

d. The teacher will need to attend to the following public relations issues in particular:

- contacting facility personnel - Restaurant, supermarket and other managers of facilities must be contacted before program implementation to ensure acceptance. The teacher can introduce her students to the manager by describing what they can do and what they will be learning to do at that community site.

- staff-student ratio - At no time should staff take more than three students into the community to provide adequate supervision, control, and effective instruction. It is essential that undue attention be avoided by thus limiting the numbers of students.

- natural programming - Keep the instructional setting and delivery as natural as possible to approximate the way activities are performed by people in the community. For example, one student only should push a shopping cart; two people walk together - not four.

- image - It's the teacher's responsibility to ensure that his students are presented in the most positive light possible. This includes immediately monitoring inappropriate behavior, anticipating and circumventing negative interactions with community persons and modeling a positive attitude in all interactions with the students.

- providing information to community people - Information, which community people can use as guidelines for interacting with the severely disabled students, is provided by the teacher/staff as they model appropriate attitudes and behaviors.

- maintaining positive interactions - Acceptance and support by community people can only be maintained if the students are not disrupting activities or disturbing customers.

6. CURRICULUM IDEAS

This chapter presents many activities that lend themselves to social skills training. It was developed as a resource for teachers to expand the teacher's awareness of where, how, and what social skills should be taught, and to prevent each individual teacher from having to "reinvent the wheel". In addition, the purpose of including dozens of curriculum ideas is to:

- provide alternative program content so that programs will be varied enough to sustain staff and student motivation
- offer examples of task analyses that can be used as the basis for developing individualized programs for students
- provide guidelines that focus the teacher's attention on the processes involved in training students in social skills.

Separate sections deal with four curriculum domains: recreational/ leisure, community, domestic, and vocational activities.

A. Leisure Activities

The following lists suggest leisure activities that elementary and middle/high school students can perform indoors or outdoors with peers. As the section on unstructured leisure time points out, it's also important to provide students with opportunities to choose the activities they want to engage in. Teachers can monitor the unstructured time to reevaluate students' social skill level (see the section on monitoring unstructured time). It's worth stressing that teachers will need to provide training in social skills within and across a variety of recreation/leisure activities and environments to ensure generalization of the skill(s) beyond the instructional setting.

1. Group Leisure Activities for Elementary, Middle and High School Students

These activities are listed on the following pages.

Group Leisure Activities for Elementary Students

INDOORS

Operating/Listening to

- Tape Recorder
- Record Player
- T.V.
- Radio

Reading/Browsing Through Material

- Books
- Magazines (Sesame Street, Ranger Rick)
- Catalogues
- Activity books
- Coloring books
- Viewmaster

Art/Craft Activities

- Drawing
- Coloring
- Clay
- Playdough
- Silly Putty
- Using scissors
- Pasting
- Painting (finger paint)
- Sewing (simple)
- Simple cooking

Playing Musical Instruments

- Guitar
- Piano
- Recorder

Playing with Toys

- Dolls
- Slinky
- Lite Brite
- Jacks
- Puzzles
- Marbles
- Trucks
- Bubbles
- Nerf ball
- Legos
- Yo yo
- Walter Wonderfuls

Movement

- Exercising
- Dancing

Games/General Activities

- Darts - Velcro dart board
- Rubick's Cube
- Etch-A-Sketch

Imaginative Play

- Play house
- Dress up

Playing Card Games

- Fish
- UNO
- War
- Crazy 8's
- Old Maid
- Concentration

Board Games

- Bingo
- Lotto
- Tic Tac Toe
- Perfection

Adapted from Ford, Johnson, Pumpian, Stengert, Wheeler, et al., 1980.

Group Leisure Activities for Elementary Students

OUTDOORS

Playing ball games

- Basketball
- T-Ball
- Wiffle ball
- Nerf ball
- Croquet
- Home golf set
- Tetherball

Throwing games

- Catch
- Frisbee
- Ring toss

Backyard - park equipment

- Sandbox
- Swings
- Teeter-totter
- Slide
- Wading pool/swimming
- Playing in sprinkler
- Backyard tent-camping
- Picnicking

Bike Riding

- Tricycle
- Big Wheel
- Regular Bike

Exercising

- Going for a walk
- Biking
- Running
- Rollerskating
- Skateboard

Neighborhood Activities

- Visiting with neighbors
- Hanging out
- Buy ice cream from truck
- Barbecue

Surfside Activities

- Swimming
- Fishing
- Sunbathing
- Canoeing
- Rowing a boat
- Picnicking
- Hiking

Outdoor games/activities

- Hopscotch
- Jump rope
- Flying kites
- Wagon
- Tag

Adapted from Ford, et al., 1980.

Group Leisure Activities for Middle/High School Students

INDOORS

Operating/Listening to Audio-visual Equipment

- Tape Recorder
- Record Player
- T.V.
- Radio
- Sony Walkman

Reading/Browsing Through Material

- Books
- Magazines (Glamor, Wildlife, Sports)
- Catalogues
- T.V. Guide
- Comic Books
- Photo Album
- Newspaper

Arts/Crafts Activities

- Drawing
- Sewing
- Crocheting
- Knitting
- Macrame
- Latch Hook
- Painting
- Models
- Woodworking
- Needlepoint

Playing Musical Instruments

- Recorder
- Piano
- Drums
- Banjo

Card Games

- Solitaire
- Fish
- UNO
- War
- Crazy 8's
- Old Maid
- Concentration

Board Games

- Aggravation
- Parcheesi
- Chinese Checkers
- Tic Tac Toe
- Perfection

Exercising

- Calisthenics
- Riding a stationary bike
- Running in place
- Dancing
- Weight training/lifting

Games/General Activities

- Puzzles
- Etch-A-Sketch
- T.V. Video Games
- Rubick's Cube
- Walter Wonderfuls
- Darts
- Pinball
- Electronic Games
  - Atari
  - Simon
  - Pong

Billiards - Table Games

- Pool
- Bumper Pool
- Foosball
- Ping Pong

Grooming

- Manicuring nails
- Polishing nails
- Make-up
- Brushing hair
- Styling hair

Attending Parties

- Neighborhood
- Birthday
- Slumber
- Pizza
- Social Dance

Adapted from Ford, et al., 1980.

Group Leisure Activities for Middle/High School Students

OUTDOORS

Playing Ball Games

- Basketball
- Baseball
- Kickboard
- Soccer
- Croquet
- Volleyball
- Tennis
- Miniature Golf
- Badminton
- Football

Throwing Games

- Catch
- Frisbee
- Darts
- Horseshoes
- Ring toss

Backyard - Park Equipment

- Swinging
- Swimming
- Picnicking
- Barbecues
- Gardening
- Mowing lawn
- Kite flying
- Yard work
- Sunbathing

Exercising

- Going for a walk
- Skateboarding
- Biking
- Rollerskating
- Running/jogging
- Jumping rope
- Swimming

Neighborhood

- Hanging out
- Visiting with neighbors
- Barbecues
- Buying ice cream from truck
- Garage sales

Surfside Activities

- Swimming
- Fishing
- Rafting
- Floating on an air mattress
- Canoeing
- Rowing boat
- Sunbathing
- Picnic/barbecues
- Hiking

Adapted from Ford, et al., 1980

2. Unstructured Leisure Time

Within the school week, it's important to provide students with unstructured free time that is not considered "down" time. Rather, this free time should permit the students to choose activities and interact with others, while the teacher quietly observes the student's behavior. Instruction/ intervention is delivered only when necessary, so that students learn to be less dependent on adults and more responsible for their actions.

One setting that allows for unstructured interactions is a "free time" area in the classroom. This area should contain as many leisure materials as possible. Choose materials that the students are likely to use in self-initiated play -- ones that can be performed independently as well as with two or more people. The materials should be age appropriate and functional, to encourage their use in other settings.

Students may earn access to the free-time area after completing their work or the teacher can use it as a "holding area" when staff is short and all students cannot participate in direct instruction. The leisure area can also be used when nondisabled students drop by the class. In setting up a free-time area, make sure to include materials and activities that will be of interest to nondisabled and disabled students so that they can use the area to interact with each other. Some examples of age-appropriate functional activities with appeal to all students are records, table games, cards, musical instruments and books.

Another area where unstructured interactions can occur is the playground. There should be times during the day when the severely disabled students are on the playgrond (e.g., recess, lunchtime) at the same time as nondisabled students. Place the disabled students in proximity to the nondisabled students so that interactions are likely to take place. Make sure that the nondisabled students know the names of the severely disabled students. A "buddy" or "special friend" system can be set up so that certain disabled and nondisabled students are scheduld to interact at designated times. (The choice of activities can still be up to them, however.) Watch how the students interact on the playground. Do they become isolated? Do they interact with other disabled students only? Assessments of the student's social skill functioning in the schoolyard can be used as the basis for developing programs that incorporate social skills. But remember that during recess, students should receive instruction/intervention only when necessary. Organize this time judiciously!

Monitoring Unstructured Free Time

The data sheet that follows was developed as an assessment tool to help pinpoint how the student uses unstructured time. Does the student:

- just sit and stare out the window?
- self-stimulate?
- choose activities? What are they?
- interact with people/materials appropriately?
- initiate any interactions? How?
- react to initiations? How?

This data sheet helps the teacher analyze what skills the student does and doesn't have. Target objectives can then be derived and the chart can continue to be used to measure performance.

Student: Bob H.

Unstructured Leisure Time

(See Appendix for a blank copy of this form)

Date	Time Started	Initiation of interaction with peer	Reaction to peer initiation	Activity Chosen	With whom?	Did S return material?	Time Ended	Total Time	Comments Behavior, Appearance Possible adaptations
9/26	2:25			Magazine		No-left it sitting on table.	2:40	15 min	Inappropriately used magazine. Tore the pages. Spent great deal of time staring into space.
9/26	2:40		Ruth asked him to play ring toss. B. responded by shaking his head. Eyes lit up!	Ring Toss	Ruth	Ruth initiated. Bob helped	2:50	10 min	Interacted cooperatively for 10 min. Ruth was assertive and Bob responded to her directions. Bob had some motor problems. He enjoyed playing Ring Toss.
9/29	8:00		Mary asks, no response from Bob. Mary takes him to area.	Video Darts	Mary	Left darts on board.	8:04	4 min.	Bob doesn't seem to know how to play darts. Mary got frustrated after trying to help him. She then left.
	8:05			None-sits in chair by video dart board			8:10	5 min.	Did nothing until directed to go to seat to begin the day.
10/2	2:25		Scott shows Bob ball-Bob nods yes and holds out hands.	Catch - with nerf ball	Non-disabled peer Scott	Scott directed Bob to put ball away	2:38	13 min	Both students played appropriately. Bob is really responding to Scott. Bob has some difficulty catching but he is attending to the task and giving Scott a thumbs up sign when he catches it. (Bob's shirt is hanging out of his pants-he needs to learn to correct this)

3. Training the student in an unstructured leisure time activity

Toy Play Training

Training Items: Choose toys that are 1) highly motivating to the student and 2) can be found in the student's home (or can easily be purchased by parents).

Train the student in playing with one to two toys until the student plays appropriately and independently. Notify parent to encourage generalization and maintenance of the toy play skills in the home.

	Behavior of Student		Procedure for Staff (including "special friends")
1.	No toy play	1.	Present the toy. No interaction, model an appropriate use. No interaction, physically prompt. Fade trainer assistance.
2.	Inappropriate play (e.g., as throwing toys, climbing on table, dangling toys, etc.)	2.	Say, "No, don't _____", and physically interrupt the behavior (if student has thrown objects, guide him to pick each one up).
3.	Appropriate play	3.	Present the toy again and proceed as in #1. Praise student lavishly!

Note: These guidelines for toy-play training can be posted in the "free-play area" to be used as a resource by staff and "special friends" who want to increase the toy-play skills of disabled students.

4. Task Analyses of Leisure Activities

The following pages offer 17 examples of recreation/leisure activities, broken down into their instructional steps. Suggestions are provided for the incorporation of social skill objectives into the sequence.

Book/Magazine

1. Locates and chooses a book or magazine.
2. Uses material appropriately.
3. Returns book/magazine to correct place.
4. Chooses another book/magazine or
5. Gets involved in a different activity.

Suggestions for the incorporation of social skill objectives

- asks for book/magazine
- looks at the book with a friend
- takes turns being the page-turner
- has social conversation to discuss the pictures
- uses material appropriately (i.e., uses the materials as a nondisabled student would -- not for self-stimulation, but for possible social encounter)

Viewmaster

1. Locates viewmaster and viewmaster inserts.
2. Finds a place to view near light (window, artificial lights).
3. Takes one insert.
4. Places insert all the way into viewmaster.
5. Aims viewmaster toward the light.
6. Looks into viewmaster to see picture.
7. Presses lever to see picture.
8. Takes insert out of viewmaster.
9. Chooses another insert or
10. Finishes activity by replacing materials where she found them.

Suggestions for the incorporation of social skill objectives

- asks for viewmaster and inserts
- asks a friend to view the pictures
- reacts to suggestion to view the pictures
- shares the viewmaster
- carries on social conversation to discuss the pictures
- uses materials appropriately

Radio

(For some students it will be best to use a battery operated radio or have it already plugged in.)

1. Locates switch/button and turns radio on.
2. Adjusts volume (if necessary).
3. If there isn't a station on or the student doesn't care for that particular station, he turns the station dial.
4. Selects a (different) station.
5. Listens/sings to radio appropriately.
6. When finished, switches/turns dial to off.

Suggestions for the incorporation of social skill objectives

- asks permission to turn on the radio
- gets partner to dance to the music
- sings with friend to the music
- uses appropriate voice volume

Record Player

1. Selects record.
2. Removes record from record jacket.
3. Puts record on turntable.
4. Turns knob to "ON".
5. Lifts arm and places needle on edge of record.
6. Sits and listens appropriately.
7. When record is over or the student is finished listening, she turns knob to "OFF".
8. Removes arm.
9. Removes record.
10. Places record in record jacket.
11. Returns record where she found it.
12. If desired, selects another record and then follows steps 2-11.

Suggestions for the incorporation of social skill objectives

- asks permission to use radio
- asks for help
- asks friend to listen to records
- reacts to suggestion to listen to the radio
- takes turns choosing a record
- gets partner to dance to the music
- sings with a friend to the music
- uses appropriate volume
- obtains musical instruments to play along with the record

Operating a Battery-Operated Tape Recorder

Turning On

1. Selects tape.
2. Removes tape from case.
3. Pushes "reject" button.
4. Turns tape so tape is closest to body.
5. Inserts tape - pushes it in as far as it will go.
6. Pushes cover closed.
7. Pushes "play".
8. Adjusts volume if necessary (headphones may be used).

Turning Off

When tape is over or student is through listening:

1. Locates "eject" or "off" button (usually the same button).
2. Takes tape out.
3. Closes cover of tape recorder.
4. Returns tape to case.
5. Closes case.

Suggestions for the incorporation of social skills objectives

- asks permission to use tape recorder
- asks friend to listen to the tapes
- reacts to the suggestion to listen to the tapes
- takes turns choosing the tape
- gets partner to dance to the music
- sings with a friend to the music
- uses appropriate volume
- asks for help

UNO

(During initial teaching and depending on the the student's level, the numbered cards only may be used.)

1. Asks friend to play UNO/reacts to suggestion to play UNO.
2. Obtains UNO cards.
3. Shuffles cards.
4. Deals seven cards to each player.
5. Places remaining cards face down on table.
6. Turns over top card of deck.
7. Picks up cards dealt to him.
8. Watches friends play.
9. Takes turn at appropriate time.
10. Matches color/number.
11. If unable to match, picks up one card from pile.
12. If picked card matches, places it in discard pile.
13. Places card in hand if no match.
14. Calls UNO when he has one card left.
15. Recognizes (and states) if friend doesn't call UNO and has only one card left.
16. States who won and congratulates winner.
17. Decides if he wants to play another game.
18. If not, puts UNO game away.

Suggestions for the incorporation of social skill objectives

- asks permission to play UNO
- asks friend(s) to play the card game
- reacts to suggestion to play the game
- takes turn at the appropriate time
- has social conversation during the card game
- compliments the winner
- uses material appropriately

Fish

1. Asks friend to play Fish/reacts to suggestion to play Fish.
2. Obtains cards.
3. Locates area to play (e.g., table).
4. Shuffles cards.
5. Deals each player seven cards.
6. Spreads remaining cards face down on table.
7. Initiates question. "Do you have a (seven)?"

   a. if answer is yes, takes card

   or

   b. if answer is no, draws one card

   c. Places card in hand

   d. Arranges cards by putting the ones that are the same together

   e. When student has two (or four) of a kind, she places cards face up on table

8. Responds to question.

   a. Yes - gives card asked for

   b. No - "Go Fish" - waits for partner to draw card

9. Knows when it's her turn to either initiate or respond.
10. Continues steps 7-9 until all cards are matched.
11. Counts cards.
12. Determines who the winner is (who has more cards).
13. Congratulates winner.
14. Decides if she wants to play again.
15. If not, thanks friend for playing.
16. Puts away cards.

Suggestions for the incorporation of social skill objectives

- asks permission to play fish
- asks friend(s) to play the card game
- reacts to suggestion to play fish
- takes turn at appropriate time
- social conversation during game
- congratulates winner
- uses material appropriately

Concentration

1. Asks to play Concentration/reacts to suggestion to play Concentration.
2. Obtains deck of cards.
3. Determines who will deal.
4. Places cards on table in even rows, face up.
5. Takes turns turning over two cards.
6. If cards match - picks up cards and puts in a pile.
7. If cards do not match - turns cards face down.
8. Takes turns (watches friend).
9. Completes steps 5-8 until all cards have been matched.
10. Picks up cards.
11. Counts cards.
12. Determines who has the most cards and states who won.
13. Congratulates winner.
14. Discusses if the game will be played again.
15. If not, thanks friend for playing.
16. Puts cards away.

Suggestions for the incorporation of social skill objectives

- asks permission to play Concentraion
- asks friend(s) to play Concentration or
- reacts to suggestion to play the card game
- takes turns
- has social conversation during the card game
- compliments the winner
- uses materials appropriately

Aggravation

1. Asks friend to play Aggravation/reacts to suggestion to play Aggravation.
2. Obtains Aggravation game.
3. Selects location to play (e.g., table, floor).
4. Sets up the board.
5. Chooses a colored marker.
6. Determines who will start.
7. Shakes dice.
8. Moves the number indicated on dice.
9. Watches friends and converses.
10. Takes turn at appropriate time.
11. Continues turn taking until there is a winner.
12. States who won game - congratulates winner.
13. Decides if he wants to play again.
14. If not, puts game away.

Suggestions for the incorporation of social skill objectives

- asks permission to play Aggravation
- asks friend(s) to play the game
- reacts to the suggestion to play the game
- takes turns
- has social conversation during the board game
- compliments the winner
- uses material appropriately

Bingo

1. Asks friend(s) to play Bingo/reacts to suggestion to play Bingo.
2. Obtains Bingo card and chips.
3. Places chips near her card.
4. Listens and locates letter (column) called.
5. Listens for number called.
6. Places chip on correct number on Bingo card.
7. Repeats steps 4-6 until someone calls "Bingo".
8. Calls "Bingo" when chips line up (horizontal, vertical, or diagonal line).
9. States who won game - congratulates winner.
10. Removes chips from card.
11. Decides if she wants to play game again.
12. If not, puts Bingo mterials away.

CALLER:

Obtain Bingo cards, chips, calling cards
Choose calling cards one at a time
State letter and number
Call next card when everyone is ready

Suggestions for the incorporation of social skill objectives

- asks permission to play Bingo
- asks friend(s) to play Bingo
- reacts to suggestion to play Bingo
- has social conversation during the game
- compliments any players who score Bingo
- uses material appropriately

Pong

1. Asks to play Pong/reacts to suggestion to play Pong.
2. Plugs in TV (or checks to see if it is plugged in).
3. Turns on TV.
4. Turns to correct channel.
5. Sits down next to friend.
6. Turns to game that he wants to play.
7. Takes turns until one person wins.
8. States who won and congratulates winner.
9. Decides whether he wants to play again.
10. Turns off game.
11. Turns off TV.
12. Thanks friend for playing.

Suggestions for the incorporation of social skill objectives

- asks permission to play Pong
- asks friend to play Pong
- reacts to suggestion to play Pong
- takes turn appropriately
- has social conversation during the game
- congratulates friend for scoring
- uses material appropriately

Velcro Ball Game

1. Asks friend to play Velcro game/reacts to suggestion to play Velcro Ball Game.
2. Determines who will go first.
3. Positions self at appropriate distance from the target.
4. Faces target.
5. Keeps eye on target and throws one ball.
6. Says "Your turn".
8. Compliments her on throw.
9. Continues turn-taking until all balls have been thrown.
10. Walks to target and removes balls from target.
11. Discusses whether or not to play again.
12. Thanks peer for playing.

Suggestions for the incorporation of social skill objectives

- asks permission to play Velcro Ball Game
- asks friend(s) to play Velcro Ball Game
- reacts to suggestion to play the game
- has social conversation during the game
- compliments any player who scores a bullseye
- takes turns at appropriate time
- uses material appropriately

Foosball

1. Asks friend to play foosball/reacts to suggestion to play foosball.
2. At foosball table, stands on long side of table across from friend.
3. Inserts coins (if game is coin-operated).
4. Retrieves ball.
5. Grasps foosball handles.
6. Releases ball onto table.
7. Watches where ball rolls.
8. Pushes/pulls lever to get into position for coming into contact with ball.
9. Hits ball toward goal. Turns handles to right or left (which will affect whether or not the ball is hit).
10. Continues hitting ball until goal is made.
11. Repeats steps 4-10 until all balls are gone.
12. Looks at score and determines who won the game.
13. Congratulates the winner.
14. Determines if he wants to play again.
15. If not, thanks friend for playing.

Suggestions for the incorporation of the social skill objectives

- asks permission to play foosball
- asks friend(s) to play the table game
- reacts to suggestion to play foosball
- has social conversation when ball is not in play
- attends to the ongoing action during the game
- compliments any player who scores
- congratulates winner(s)
- uses material appropriately

Ring Toss

1. Asks to play Ring Toss/reacts to suggestion to play Ring Toss.
2. Obtains materials: Ring toss stands and rings.
3. Sets up board.
4. Positions self appropriate distance from ring stand.
5. Picks up one set of rings. (Gives other set to friend - optional).
6. Takes one ring.
7. Aims ring toward board.
8. Brings arm back - swings it - releases ring.
9. Watches ring to see where it lands.
10. Waits for turn. Watches friend take her turn.
11. Talks to friend about the game.
12. Repeats steps 6-10 until all rings are gone.
13. Counts the number of rings she has on the stand.
14. Takes turns until one person wins.
15. States who won and congratulates winner.
16. Puts game away.

Suggestions for the incorporation of social skill objectives

- asks permission to play Ring Toss
- asks friend to play the game
- reacts to suggestion to play
- waits for turn
- has social conversation during game
- compliments friend for accurate throws/catches
- uses material appropriately

Basketball - Shooting Baskets

1. Obtains basketball.
2. Locates area to play (driveway, park, yard).
3. Positions self near basketball hoop (encourage student to move to different areas).
4. Faces forward.
5. Bounces ball once or twice.
6. Bends elbows.
7. Looks at hoop.
8. Extends elbows to release ball.
9. Watches to see if ball goes into the hoop.
10. Retrieves ball.
11. Repeats steps 3-8 until finished playing.
12. When finished, returns basketball to storage area.

Suggestions for the incorporation of social skill objectives

- asks to play basketball
- asks friend(s) to play basketball
- reacts to suggestion to play basketball
- takes turns handling the ball and shooting
- has social conversation while playing basketball
- compliments fellow players for accurate shots
- uses material appropriately

Rollerskating

1. Asks to rollerskate/reacts to suggestion to rollerskate.
2. Obtains skates.
3. Puts skates on - asks for help if unable to lace skates.
4. When tired/finished, sits down and removes skates.
5. Puts skates away where they belong.

Suggestions for the incorporation of social skill objectives

- asks a friend to rollerskate/reacts to suggestion to rollerskate
- obtains rollerskates
- asks for help if unable to lace skates
- has social conversation while skating
- purchases snack items
- asks for location of restroom/drinking fountain
- returns skates

Frisbee

(see the next page for a much more detailed instructional sequence)

1. Initiates playing frisbee/reacts to suggestion to play frisbee.
2. Locates frisbee.
3. Discusses where to play (yard, sidewalk, park).
4. Positions self appropriate distance from another player (number of feet will vary on how far the students can throw).
5. Throws frisbee to friend.
6. Catches frisbee when returned by friend.
7. Compliments friend for good throw/catch.
8. Takes turns appropriately.
9. Thanks friend for playing.
10. Puts frisbee away.

Suggestions for the incorporation of social skill objectives

- asks permission to play frisbee
- asks friend(s) to play frisbee
- reacts to suggestion to play frisbee
- takes turns throwing/catching frisbee
- has social conversation during the game
- compliments friends for accurate throws/catches
- uses material appropriately

Frisbee

Frisbee Sequence	Social Skills to be Taught/Stressed
Greeting	Greeting - greets friend ("hi", "Hello"...)
Chooses to play frisbee Initiates playing frisbee 1. Establishes eye contact 2. Asks question/shows picture 3. Talks clearly 4. Uses appropriate voice volume or Reacts to person asking him to play frisbee 1. Establishes eye contact 2. Answers question	Initiation - Whenever possible teach the students to spontaneously ask someone to interact with them. They can ask, "Sharon, do you want to play frisbee?" and/or show another person a picture of a frisbee. Students need to be taught how to initiate as well as react to an invitation from a peer/other person. Reaction - Teach the student to act quickly after he has been asked to toss a frisbee. Student should verbally react and/or shake his head.
Obtains Materials Locates frisbee	
Chooses Location 1. Decides where to play 2. Walks next to friend 3. Converses	Decision Making - The students should be given the opportunity to determine where they want to play. If possible, present options so that the student can decide.
Positioning Positions self appropriate distance from other person (the number of feet will vary with how far the student can throw).	Positioning - The student should be taught to stand facing his friend with hands at his sides until ready to play. The players need to be looking at one another in order to determine if it is time to begin.
Throws frisbee 1. Grasps frisbee with preferred hand 2. Bends elbow (brings arm toward body) 3. Extends arm quickly 4. Aims in direction of friend 5. Throws appropriate distance to friend (not too short or too far) 6. Watches movement of frisbee	Throwing a frisbee - The person throwing the frisbee needs to make sure his friend is ready to receive it. The person throwing will need to keep looking at the person receiving the frisbee. It may be necessary to teach the student to ask the other student "Are you ready?" or "Ready?"
Catches a frisbee 1. Reacts to cue "Ready?' 2. Keeps eye on frisbee 3. Extends both hands in preparation to catch it	Catching a frisbee - If the person throwing the frisbee gives a cue, the person catching should respond "yes" and look at the friend/frisbee. The teacher may need to correct body positioning. The person catching needs to be facing his friend

Frisbee Sequence	Social Skills to be Taught/Stressed
Catches a frisbee (cont'd)	
4. (Attempt to) catch frisbee 5. Moves to catch frisbee - if necessary 6. Picks frisbee up (if it falls on the ground)	extending both arms and watching, following the movement of the frisbee. It may be necessary to move forward/backward or right/left to make the catch. If the frisbee falls on the ground, the student needs to pick it up. If the frisbee is caught, each student could compliment one another or make comments. Examples: "Nice catch" "Thanks" "Good throw" "Great" "I did it" "This is fun" "I like this game" "You're good at it"
Alternates throwing/catching	
Takes turns throwing/catching	Taking turns - Each student needs to be aware of whose turn it is to throw/catch the frisbee. The students should maintain correct body positioning and attend to the game until they no longer want to play. Teach the student to be an active participant whenever possible.
Terminates playing frisbee	Terminating activity - Students will need to discuss when/why they want to terminate the activity. Teach the student to both initiate/react to ending the game. "I'm getting tired" "OK" "Do you want to keep playing?" "Yes/no" "Let's stop" "Sure" "It's time to go in"
Thanks friend	Thanking friend - Teach students to always be polite. Thank their friends for playing. Initiate comments about how much fun it was. This will always end the interaction on a positive note.
Puts frisbee away	Returning material - Teach the student to put the frisbee away without a reminder. If they use a material, they should put it back where they found it. Parents/teachers should not have to pick up after them.
Says "Good-bye"	Closing - It's important to teach the student to terminate an interaction with a comment such as "Bye" or "See you tomorrow", accompanied by a wave.

B. **Community Activities**

1. Some Community Environments That Are Ideal for Training Students in Social Skills

INDOORS

Youth club
Jazzercize class
Restaurant
Post Office
Bank
Beauty shop
Barber shop
Doctor's office
Dentist's office
Museum
Bowling alley
Movie theater
Shopping mall
YMCA/YWCA
Library
Church
Sports event
Concert hall
Swimming pool
Dance hall
Arcade
Pool hall
Ice cream parlor
Rollerskating rink
Ice rink
Civic center
Airport
Hospital
Laundromat
Cleaners
Shoe store
Drug store
Recreation center

OUTDOORS

Picnic grounds
Zoo
Camp grounds
Park
Sports stadium
Parade
Beach
Fair/carnival
Garage sale
Farmer's market
Hiking trail
Riding stables
BART (or other metropolitan subway system
Bus stop/station
Public street
Phone booth
Greenhouse
Newspaper stand
Street vendor stand
Public pool
Lake

2. Task Analyses

The following pages offer examples of community activities, such as using the library, walking to a site in the community, etc. The first seven examples provide breakdowns of the instructional steps that would be needed to train the student in performing the activity and suggestions for incorporating social skill objectives into the sequence. The grocery store example presents an instruction/social skills sequence in much greater detal (as does the fast food restaurant sequence in Chapter 4.

Library

(See the library example in Chapter Four for a chart that indicates activities that are potentially social)

1. Locate Entrance

   (Discriminates between the "in" and "out" signs)

2. Locate Return Desk

   Returns library book

3. Locate Activities Student Can Participate in While at Library

   Looking at books/magazines

   - locates/chooses book/magazine
   - uses material appropriately
   - returns book to correct place
   - selects/checks out book to take class/home
   - initiates different activity

   Records

   - obtains headphones (asks for them - verbally and/or through a picture
   - locates/chooses a record
   - removes record - place on turntable
   - plugs in headphones
   - turns record player on
   - sits and listens appropriately
   - when record is finished or student is tired of listening, turns knob to off
   - removes record and returns to record jacket
   - puts record in correctly
   - returns headphones
   - selects a different activity

4. Checkout

   Locates check out - waits in line appropriately
   Presents book(s)/card
   Receives book(s)/card
   Locates "out" door
   Carries personal belongings back to school

Suggestions for the incorporation of social skill objectives

- waits to enter/exit if necessary
- asks librarian for help to locate: book, record/headset, magazine, bathroom
- maintains appropriate behavior - voice volume, physical appearance, interactions with others, material use, movement through library
- has appropriate interactions with librarian - greeting, asking for help, checking out materials
- waits in line to check out materials

Walking to a Community Site

(See the Walking to a Community Site example in Chapter four for potentially social activities)

1. Dresses appropriately
2. Uses designated exit
3. Walks with a friend
4. Walks at an appropriate pace
5. Interacts with friend while walking
6. Looks to the right when crossing streets
7. Looks to the left when crossing streets
8. Makes the proper decision
9. Follows correct route to destination
10. Uses designated entrance

Suggestions for the incorporation of social skill objectives

- waits turn to exit, enter, if necessary
- walks at appropriate pace with friend
- interacts appropriately with friend, conversing and attending to the friend's conversation

Note: When walking to any community site no more than four students should accompany teacher. Students should walk in pairs to promote social conversation.

Riding the Public Bus

(See the bus riding example in Chapter four for potentially social activities)

1. Uses appropriate procedure for crosswalks
2. Locates correct bus stop
3. Takes out bus ticket/has money ready
4. Recognizes bus
5. Identifies correct bus
6. Waits for people to exit
7. Gets in line (if appropriate)
8. Boards bus quickly, entering front door
9. Presents ticket to bus driver
10. Puts money in receptacle
11. Asks for transfer if necessary
12. Locates empty seat or finds friend
13. Puts bus ticket away
14. Sits appropriately on bus
15. Occupies herself (reads book, talks quietly)
16. Leaves room for others to sit
17. Prepares to get off (puts book away)
18. Identifies landmark to get off
19. Pulls bell
20. Stands up after bus stops
21. Exits quickly, and moves away from bus

Suggestions for the incorporation of social skill objectives

- waits in line to board bus
- waits if people are exiting
- interacts appropriately with bus driver
- interacts appropriately with other passengers
- when walking through bus or when sitting, avoids disrupting others with unusual body movements, physical contact, self-stimulation and/or loud voice
- enters/departs bus as quickly as possible

Operating a Vending Machine

1. Locates vending machine
2. Selects item to be purchased
3. Determines if he has enough money - for higher level student
4. Gets out money
5. Locates money slot
6. Drops coins into slot
7. Listens for coin to drop
8. Pushes/pulls lever for desired item
9. Retrieves item

Suggestions for the incorporation of social skill objectives

- asks for location of vending machine
- waits in line if necessary
- asks for help if needed
- moves away from machine as soon as item is retrieved

Using a Public Restroom

(See the school bathroom example in Chapter four for potentially social activities)

1. Locates restroom area
   a. Observes signs
   b. Asks someone "Where are the bathrooms?"
2. Discriminates between boys/girls, men/women, gentlemen/ladies
   a. Observes signs/pictures/other people of the same sex
   b. Asks, "Where is the girl's bathroom?"
3. Enters
4. Waits in line (if necessary)
5. Enters stall
6. Closes door
7. Uses toilet/toilet paper/sanitary supplies
8. Flushes toilet
9. Opens stall door
10. Uses sink - washes/dries hands
11. Checks appearance - make corrections if needed
12. Leaves

Suggestions for the incorporation of social skill objectives

- asks for location of restroom
- waits in line if necessary to use stall/sink
- checks appearance before leaving (pants zipped and snapped, shirt tucked in, face clean, hands washed)

Using a Pay Telephone

1. Approaches phone booth
2. Waits if another person is using it
3. Enters phone booth when vacant
4. Has phone number (from memory, on piece of paper, etc.) and money for call available
5. Picks up receiver
6. Deposits money into pay phone
7. Listens/waits for money to drop
8. Listens for dial tone
9. Uses index finger, dials number (seven digits)
10. Places phone to ear
11. Waits for connection
    a. If busy signal or no answer, hangs up
    b. When other party answers, responds appropriately
12. Carries on conversation
    a. Initiates
        - Greets
        - Comments - gives information
        - Asks questions
        - Makes a request
    b. Reacts
        - Reacts to greeting
        - Makes comments relevant to topic
        - Answers questions
        - Reacts to request
    c. Follows social rules
        - Doesn't interrupt
        - Uses appropriate tone of voice
        - Sticks to topic
    d. Closure
        - Initiates closure
        - Reacts to closure
13. Hangs up phone
14. Leaves phone booth

Suggestions for the incorporation of social skill objectives

- waits in line if necessary
- when carrying on phone conversation, greets person who answers, gives information, asks questions, reacts to questions and comments, etc.
- follows social rules during conversation
- can terminate conversation or react appropriately to other person's termination

Movie Theater

1. Locates ticket booth
2. Waits in line to buy ticket
3. Purchases ticket
4. Hands ticket to ticket collector
5. Locates concession stand
6. Selects item(s) and gives order to cashier
7. Pays for item(s)
8. Obtains condiments, as required
9. Locates entrance to seating area
10. Locates an empty seat
11. Maneuvers to the seat selected
12. Watches movie
13. When film has ended, gathers personal belongings
14. Walks to lobby area
15. Locates exit doors

Suggestions for the incorporation of social skill objectives

- waits in line to buy ticket, to purchase food items, to leave theater
- communicates with friends while standing in line
- interacts with ticket salesperson, ticket collector, and concession stand cashier
- displays appropriate social behavior - maneuvering without disturbing others, not talking during film, maintaining appropriate physical appearance, eating snacks appropriately and using proper voice volume
- attends to movie
- discusses film content with friends

Grocery Store Sequence

Entering the Grocery Store

Locates entrance
Recognizes "IN" door
Knows how to use doors
- pushes/pulls nonautomatic doors
- waits for automatic doors

Negotiating the Cart Area

Obtains empty cart
Separates cart and moves to side, if necessary
Removes backpack
Places necessary shopping aids in cart:
- picture/written list
- calculator/list/pencil

Locates Items

Uses list/picture to locate item
Finds appropriate section
Scans area to locate desired item
Carefully handles food item
Carefully places item in cart
Continues this process until he has located all needed items
Asks for help if unable to locate item

Knows How to Maneuver Grocery Cart

Maneuvers Cart Around:

- people
- other carts
- shelves and displays

Pushes cart at appropriate speed
Pushes cart on right side of aisle
Does not block traffic

Social Skills to be Taught/Stressed

Entering - It is possible for students to come into contact with other people. The student needs to be taught to scan the area. Is it okay to go in or is someone ahead of him? This is an opportunity for greeting familiar people. Teach the students to offer to hold open the door for another or to respond if someone holds open the door for him.

Cart Area - Teach students to wait if they see another person separating a cart. It is also very important to teach them to move to the side so that they are out of other people's way. By teaching students to move to the side, they can then take their time and be successful without being hurried. When the students are organized, they can then go locate their item(s).

Locates Items - Students who are more independent can be given the opportunity to go and shop on their own; however, the teacher must closely monitor their actions. Several shopping skills need to be taught to the students, and, at the same time, appropriate social responses should be taught. Students could be stopped by a patron who may strike up a conversation. Another customer may just casually greet the student - "Hi" - students need to reciprocate and be friendly. If students have difficulty locating desired item, they may need to ask a store employee for help. Teach the students to be careful when handling food items (particularly glass items). Accidents do happen, but often they can be avoided. Attention should not be focused on the students.

Maneuvers Grocery Cart - How the students look as they make their way through the store is important. If they are unable to effectively maneuver their cart, customers and employees/employer will be displeased. Take the opportunity to teach the students maneuvering skills while they are at the grocery store. Pointing out to the student that someone could not get by because he was blocking

Grocery Store Sequence	Social Skills to be Taught/Stressed
	the aisle helps the student discriminate between what is acceptable and what is not. Teaching students to react to a customer asking to get by or the person's presence are cues to the student that he should move to the side to let the customer get by. Teachers must teach students to apologize - "I'm sorry."
Checks Out	
Gets money out	Gets Money Out - Students with poor fine motor skills and those who move slowly, need to be taught to get money prior to getting in line. This will help the student move through the line quickly, and people behind the student will not have to wait and become impatient. Teach the students to get in and out of money exchange lines a quickly as possible. This will facilitate good feelings on everyone's part.
Locates open check-out lane Waits in line appropriately	Waits in Line - The students need to learn to watch the line movement to know when to push the cart forward. The teacher must not allow the student to cut in line or bump anyone with her cart. The teacher should support appropriate interactions between student and customer(s), and quickly terminate or redirect inappropriate behavior as inconspicuously as possible.
Places item(s) on counter	Places item(s) oncounter - In some stores the students must take out grocery items and put them on the counter. This must be done quickly and carefully. A student may interact with the cashier as he unloads the cart. Teach the student to initiate/react to cashier, to be pleasant and polite.
Pays Cashier	
Reacts to cue for payment Gives cashier money	Responds to cue for payment - The cue may vary. The cashier could state the amount owed ($3.24) or hold out his hand or wait. The teacher needs to teach the students to respond to all of these cues. The student will have money in hand (see "checks out" section). This will help facilitate a fast exchange.

Grocery Store Sequence	Social Skills to be Taught/Stressed
Waits for change	Waits for change - Teach students to be patient and to have their hand out (palm up) to receive change. Teachers may also need to teach them to use change machine.
Acts when given change	Reacts when given change - Teach students manners, to be polite and initiate/react to receiving money, with a "thank you."
Puts away change	Puts away change - Students should move out of the way as quickly as possible. Some students who are fast may be able to use a wallet; others can put money right in the bag. Use the method that will allow each student to move quickly.
Picks up package	Picks up package - The cashier may hand it to the student or push it toward the student. The student should thank the cashier. The student should be responsible for all her belongings - including the grocery bag. The student may want to put groceries in her backpack. If this is so, she should do it in a convenient place out of the way.
Says "good-bye" to cashier	Initiates/Reacts, says "Good-bye" - This may come anytime after payment. Teach students to terminate the interaction on a pleasant note, to be polite and to be socially appropriate.
Leaves	
Waits for others	Waits for others - Students should walk in pairs to grocery store. This way the students have to wait until their friend is through shopping. Waiting appropriately is an important social skill. People may also come up and "chat" with the student. The teacher should support appropriate interactions and terminate or redirect inappropriate interactions.
Locates exit	Exits - It is possible for students to come into contact with others. Teach students to watch out for others who are also using the exit door. Teach the student to offer to hold open the door for a friend or for others or respond to someone holding it open for him.

Grocery Store Sequence	Social Skills to be Taught/Stressed
Leaves with friend	Leaves with friend - Students walking in pairs should be encouraged to talk together appropriately.

Some potential social situations where social skill training may be necessary:

- Reacts appropriately to interaction initiated by strangers/cashier
- Doesn't talk to self
- Demonstrates self control when frustrated
- Keeps voice at an appropriate volume
- Maintains acceptable physical appearance

Grocery Store/Supermarket

Objective: When Tia and the trainer enter the store, and the trainer takes a cart, Tia will 1) place her hands on the cart handle while the cart is moving through the store; 2) pick up an item pointed to by the trainer and will place it in the cart; 3) take it out of the cart at the check-out stand and put it on the counter; and 4) carry the bag containing the item back to the classroom. The criterion for success is 0 prompts required.

Task Sequence:

Student	Trainer
1. Tia will place her hands on the cart handle while the cart is moving through the store.	1. Setting: the cart-rack area of a grocery store. Equipment needed: edibles, pen, and tape for data-keeping.
2. Tia will pick up an item pointed to by the trainer, and will place it in the cart.	2. Method: Step one: If Tia moves her hands from the cart handle, give the verbal prompt, "hands on cart"; if she does not respond, place her hands on the cart handle. Reinforcement: Reward on a variable interval schedule when Tia's hands are on the cart handle. Gradually fade edibles (e.g., food, rewards) to natural consequences (e.g., "Good girl, Tia"). Step two: Point to an item. If no response, physically prompt Tia to pick up the item. Gradually fade assistance until Tia is responding independently. Reinforcement: Immediately reward a correct response with an edible. Reinforce a prompted response if it is appropriate to do so (that is, if an activity is being introduced and prompting is necessary). If no response, put Tia through the response. Do not reinforce. When Tia is reacting at the criterion for success level, fade edible reinforcer to praise only. Step three: Same as step two (point to item; then point to counter).
3. Tia will take the item out of the cart at the check-out stand, and will put it on the counter.	
4. Tia will carry the bag containing the item back to the classroom.	

Student	Trainer
	Step four: If Tia drops the bag, give the verbal prompt, "pick it up"; if Tia does not respond, physically assist her to pick it up.
	Reinforcement: Reward on a variable interval schedule when Tia is holding the bag. Fade the use of edibles.
	Measurement: Mark the number of prompts given. Criterion is 0 prompts required.

Grocery Store/Supermarket

Objective: Given a natural cue (the presence of a grocery store), and a verbal cue ("Rick, push the cart"), within five seconds, the student will push a shopping cart, following behind an adult who is guiding the cart, stopping and starting as the adult does, keeping his hands on the cart at all times for 20 minutes. Criterion: 100% correct reactions for two consecutive sessions.

Task Sequence:

Student	Trainer
1. Rick will keep his hands on the cart while walking through the aisles with an adult by his side, guiding the cart, for 15 seconds.	1. Setting: Teaching will be done on a one-to-one basis in a local grocery store. Sessions will last approximately 10 minutes for steps 6-12. Materials: Shopping cart.
2. Same as Step 1 for 30 seconds.	2. Procedure: If Rick responds correctly, he receives verbal praise and a piece of apple. If he responds incorrectly (never begins, removes hands, or quits pushing at an inappropriate time - steps 7-12) verbally and physically prompt for three seconds. Cue is only repeated after incorrect responses.
3. Same as Step 1 for one minute.	
4. Same as Step 1 for three minutes.	
5. Same as Step 1 for five minutes.	
6. Same as Step 1 for ten minutes.	
7. Rick will push the cart, keeping his hands on the cart at all times, while walking through the aisles with an adult by his side guiding the cart for 10 minutes.	3. Reinforcement: Verbal praise and apple after correct trials - continuous schedule.
8. Rick will push the cart, keeping his hands on the cart at all times, while walking through the aisles with an adult walking slightly ahead of him, guiding the cart 10 minutes.	4. Measurement: Record the number of correct and incorrect responses within the sessions.
9. Rick will push the cart, keeping his hands on the cart at all times, while following an adult who is walking if front of the cart guiding it for 10 minutes.	5. Management Techniques: A DRI* is in effect for grabbing, touching, running away and other behaviors where Rick's hands leave the shopping cart handle. If Rick begins to jump up and down while pushing the cart, place hands abruptly and firmly on his shoulders until he stops.
10. Same as Step 9 for 15 minutes.	* A differential reinforcement of interfering behaviors -- the teacher would reinforce behaviors according to how disruptive they are to accomplishing the skill objective.
11. Same as Step 9 for 20 minutes.	
12. Rick will push the cart, keeping his hands on the cart at all times while following an adult who is guiding the cart, stopping and starting as the adult does for 20 minutes.	

C. Domestic Activities

1. Maintaining an appropriate appearance

Maintaining an appropriate appearance is an activity that needs to be carried out during all social encounters if severely disabled students are to have positive social interactions with nondisabled people. Teachers must continually be aware of a student's hygiene, posture, and dress as the student participates in school, community, vocational, and recreation/leisure settings. Whenever possible, teach students to check their appearance and make corrections whenever necessary.

Specific skills include:

Hair

Combing hair
Brushing hair
Washing hair
Drying hair
Styling hair
Keeping hair neat

Teeth

Brushing teeth
Using mouthwash

Body

Bathing
Showering
Using deodorant
Attending to menstrual needs
Shaving
Using perfume/cologne

Face

Cleaning eye glasses
Washing face
Blowing nose
Moisturizing skin
Using make-up

Hands

Washing hands
Moisturizing hands
Clipping nails
Cleaning nails
Filing nails
Polishing nails

Clothing

Tucking shirt in
Fastening belt
Zipping clothing
Coordinating clothes
Keeping collar out and neat on shirt, coat

2. The coffee break as an opportunity for domestic skill acquisition

As students become young adults, giving them a "coffee break" allows everyone some free time and breaks up the morning. At first glance, having a coffee break may appear to make the teacher's job easier. On the contrary, however, the coffee break is an instructional time during which many necessary social

skills can be taught. The students should choose what they want to do, from such options as:

1. Preparing a drink (coffee, tea, hot chocolate), which the students purchase for a small cost. The skills involved are making a drink independently, purchasing, waiting one's turn to use the coffee pot, eating skills, eating behavior, etc.

2. Conversing with a friend

3. Working on a leisure activity:

   - an independent project (i.e., rug hooking, book, writing a letter)
   - group leisure activity (i.e., cards)

4. Hanging out (i.e., relaxes without requiring adult attention)

In selecting any of these options, the students are participating in important age-appropriate activities that can enhance their skills and improve their self concept. The teacher's role is to stand back and observe the students. Be occupied so that students interact with their peers and not the teacher. However, be aware that intervention may be necessary to help facilitate an interaction. Discussion and role playing may be also carried out afterwards to make the students aware of what they performed appropriately or inappropriately. This is a good time to reinforce the students for appropriate behavior, too.

The ultimate goal with all these skills is to have the student generalize them to the home enviroment. Break-time activities and social skills need to be taught if the students are to use their free time constructively, without needing or demanding adult attention.

3. Task analyses

Four examples of domestic activities appear on the following pages. Instructional steps are offered for each, and suggestions are provided for incorporating social skill objectives into the instructional sequence. It should be noted that one type of critical domestic activity -- housekeeping chores -- is included in the section on vocational activities, since cleaning a room or picking up trash can also be important skills to acquire if the student is to function successfully within a work environment.

Answering the Door

1. Reacts to the cue that someone is at the door (a door bell or knock).
2. Moves to the door and opens it.
3. Greets the person at the door.

If a friend or relative

- invites the person in

If a stranger

- asks the name of the person he wishes to see
- calls that person to the door

Suggestions for the incorporation of social skill objectives

- greets person at door
- invites familiar person in
- coverses appropriately if the person is familiar to him
- calls appropriate family member to door
- maintains appropriate social behavior - doesn't get silly, maintains physical appearance, makes appropriate comments, uses appropriate voice volume

Putting Groceries Away

1. Takes one grocery bag from the car and places it on the kitchen floor.
2. Repeats Step 1 until all groceries have been brought into the kitchen.
3. Removes one item from the bag and puts it in the appropriate place (an indirect or direct verbal cue or a prompt may be necessary for some students).
4. Repeats Step 3 until all items have been put away.
5. Folds up bags.
6. Places bags where they are stored.

Suggestions for the incorporation of social skill objectives

- reacts appropriately when asked to help bring in the groceries
  or
- asks if help is needed to bring in the groceries
- carries on social conversation, which can include a discussion of the items bought
- asks for help in determining where groceries should be put
- thanks others for their assistance

Making a Cheese/Lunchmeat Sandwich

Note: The teacher or parent will have the items necessary for sandwich making on the table.

1. Washes hands.
2. Takes two slices of bread from the bread bag.
3. Places bread side by side on the table.
4. Obtains knife.
5. Opens condiment container.
6. Puts the appropriate amount of mustard/mayonnaise/butter on the knife and spreads it on the bread.
7. Opens cheese package.
8. Removes one slice.
9. Places on a piece of bread.
10. Repeats steps 6-8 for lunchmeat.
11. Tears off a leaf of lettuce and places on top of meat and/or cheese.
12. Closes sandwich.
13. Cuts sandwich in half.
14. Places sandwich on plate.
15. Takes sandwich to table to eat.
16. Cleans up sandwich-making area when finished eating.

Suggestions for the incorporation of social skill objectives

- reacts to direction to make a sandwich
- shares condiments and sandwich items with others
- asks for help if needed
- converses with friends/family members during meal preparation
- maintains appropriate social behavior - handles food/utensils appropriately, keeps fingers away from face, turns back to food to sneeze or cough, doesn't act silly (e.g., doesn't giggle excessively, make peculiar facial expressions, etc.), uses appropriate voice volume, and makes appropriate comments
- waits for items that are being used by others
- cooperates with others while cleaning up

Mealtime

Setting the table : The parent/teacher has set out on a counter the appropriate number of plates, glasses, silverware, and napkins and has placed the proper number of chairs at the table.

1. Picks up plates from counter and places one on the table in front of each chair.
2. Picks up glasses from counter and places glass at the top of each plate.
3. Picks up napkins from counter and places napkin on each plate.
4. Picks up knives and places one on one side of the plate.
5. Picks up forks from the counter and places one fork on the same side as the knife.
6. Picks up spoons from counter and places one spoon on the same side as the fork and knife.

Suggestions for the incorporation of social skill objectives

- asks if it's time to set the table or
- reacts appropriately when told to set the table
- has social conversation with person preparing the meal
- inquires about the menu

Eating the meal :

1. Sits down when mealtime is announced
2. Puts napkin on lap.
3. Greets family members.
4. Waits for cue to begin eating.
5. Passes plates of food and serves self.
6. Uses correct utensil(s).
7. Maintains appropriate eating behavior by avoiding slurping, spilling, consuming food too quickly, or fingering food if inappropriate.
8. Maintains appropriate physical appearance - napkin remains on lap, hands are kept clean, hands are wiped when necessary, student sits appropriately in chair.
9. Makes apropriate comments to others sitting at the table (initiates, responds, questions, comments).

Suggestions for the incorporation of social skills

Note: Mealtime provides numerous opportunities to teach social skills whether eating occurs in the school, home or the community.

- sits with others when mealtime is announced
- greets family members or others at the table
- waits to begin eating
- passes food to others
- serves self at appropriate time
- maintains appropriate eating behavior and physical appearance
- has social conversation with others at the table

Clearing the table :

1. When the meal is over, takes plate to garbage can/garbage disposal, scrapes any leftover food, and places the plate on the sink counter.
2. Picks up glass and silverware and takes them to the sink counter.
3. Takes napkin and throws it in the garbage can.
4. If appropriate, helps return food containers and utensils.

Suggestions for the incorporation of social skill objectives

- indicates that she is through eating
- compliments cook on the meal
- asks permission to leave table
- cooperates with others to finish clearing the table

Washing/Drying the dishes :

Washes the dishes

1. Prepares dish water
2. Washes one dish/utensil
3. Rinses one dish/utensil
4. Places one dish/utensil in dish rack
5. Repeats steps 2-4 until all dishes/utensils have been washed
6. Dumps dish water
7. Rinses dish pan

Dries the dishes

1. Obtains dish towel
2. Picks up one dish/utensil
3. Dries the dish/utensil
4. Puts dish/utensil away
5. Repeats steps 2-4 until all dishes/utensils have been dried and put away
6. Returns dish rack to appropriate place
7. Hangs up dish towel

Suggestions for the incorporation of social skill objectives

- reacts appropriately when told to wash/dry dishes
- has social conversation with people participating in the activity
- demonstrates/maintains appropriate social behavior - uses appropriate voice volume; does not disrupt others who are working, uses material appropriately, keeps self-stimulation behavior at an acceptable level (i.e., some twisting of clothes, some twirling of hair, some tapping of foot), maintains an appropriate physical stance
- asks for help when necessary

D. Vocational Activities

The eight examples of vocational activities in this section once again provide a sequence of instructional steps and suggestions for incorporating social skill objectives into the sequence. It should now be apparent that it is not difficult for teachers to include training in basic social skills within and across a large variety of activities.

Toy Pick-up

Objective: When Kathy stands in the play area and is instructed, "pick up your toys", she will pick up all the toys that are lying on the floor and will put them in the toybox - with 80% correct responses per session.

Task Sequence:

Student	Trainer
1. Kathy picks up one toy and puts it in the toybox with a "gesture prompt" from the trainer.	1. Setting: Kathy is standing in the play area. Several toys are lying on the floor.
2. Kathy picks up one toy and puts it in the toybox with only the initial verbal instruction.	2. Method: [Steps 1, 3, 5, 7] Give the verbal cue and a gesture prompt. If no response give a physical prompt. If still no response, put Kathy through the behaviors. Move up through the prompt sequence as she responds consistently at each level.
3. Kathy picks up two toys and puts them in the toybox with a "gesture prompt" from the trainer.	[Steps 2, 3, 5, 8] Give the verbal cue only. If no response, give a gesture prompt. If still no response, give a physical prompt or put Kathy through the behaviors if necessary.
4. Same as 3, but with initial verbal instruction only.	
5. Kathy picks up three toys and puts them in the toybox with a "gesture prompt" from the trainer.	
6. Same as 5, but with initial verbal instructions only.	3. Reinforcement: Immediately reinforce a correct response. Reinforce a prompted response if it is on the appropriate level of the prompt sequence. If no response, put Kathy through the behaviors, but do not reinforce.
7. Kathy picks up all toys that are lying on the floor and puts them in the toybox with a "gesture prompt" from trainer.	4. Measurement: Mark the number of correct responses. Criterion is 80% correct responses per session.
8. Same as 7, but with initial verbal instructions only.	

Note: At the elementary level, training in toy-play skills also trains a child in the following vocational skills: ability to follow directions, responsibility for personal belongings, task completion, and increased duration of on-task behavior.

Cafeteria Worker

Note: The cafeteria cleanup duties are performed by both disabled and nondisabled students. The students are supervised by their teacher, who remains in the background and only intervenes when necessary.

1. Goes to work station.
2. Greets fellow workers.
3. Puts on apron and gloves and picks up spatula.
4. Picks up trays and stacks them to the level indicated by the tape marker.
5. If greeted/approached by students or fellow workers, responds appropriately.
6. Scrapes food from trays if needed.
7. Takes stacked trays to sink counter in cafeteria kitchen.
8. Returns to work station.
9. Repeat steps 4, 6, 7 until all trays are cleared from the lunchroom.
10. Takes off apron and gloves and returns all materials to the table.
11. Checks out with cafeteria manager.
12. Says "good-bye" to co-workers.

Suggestions for the incorporation of social skill objectives

- greets fellow workers
- has appropriate social conversation with co-workers and students returning their trays
- displays appropriate social behavior - maintains proper body posture, dress, hygiene and facial expressions, avoids "silly" behavior (e.g., excessive giggling, shrinking away from another person), keeps voice volume at acceptable level, does not eat food off trays
- interacts appropriately with cafeteria manager at check-out time
- says "good-bye" to co-workers

Working at the Deli

Note: The task of cleaning a glass surface will be taught so that the student can generalize the skill to the store windows, the deli case, and glass-top tables. Initially, the teacher will provide instruction. When the student has acquired the skill the teacher will gradually remove himself from the setting, leaving the store manager to supervise.

1. Greets store manager and employee(s).
2. Obtains work materials - newspaper and window cleaner.
3. Walks to first work area.
4. Takes a single sheet of newspaper.
5. Wads up the newspaper.
6. Sprays glass three times with window cleaner.
7. Puts down spray bottle.
8. Wipes entire surface vertically.
9. Throws newspaper away.
10. Obtains new sheet of newspaper.
11. Wipes entire surface horizontally.
12. Throws away newspaepr.
13. Moves to next area.
14. Returns materials when all three areas have been cleaned.
15. Checks out with supervisor.
16. Says "good-bye" to store manager/employee(s).

Suggestions for the incorporation of social skill objectives

- greets manager/employee(s)
- carries on appropriate social conversation with employees and customers
- maintains appropriate social behavior - proper body posture, dress, hygiene, and facial expression, avoids "silly" behavior, keeps voice volume at an acceptable level, does not handle food, and turns away from food and customers when coughing or sneezing
- interacts appropriately at check-out time with supervisor
- says "good-bye" to co-workers

Cookie Monitor

Note: Here, the student is working with a nondisabled peer in the school cafeteria. The disabled student is distributing the cookies while her nondisabled peer is handling the money transactions. The teacher is supervising inconspicuously and taking down data.

1. Locates work area.
2. Greets co-worker(s).
3. Obtains trays of cookies from the storage area and takes them to the "cookie window".
4. Opens up "cookie window".
5. Removes gloves from the drawer next to the "cookie window" and puts them on.
6. Greets students and asks for their order.
7. Gives out correct number of cookies.
8. Gives out correct kind of cookies.
9. Removes gloves and puts them back in the drawer.
10. Shuts "cookie window".
11. Takes back trays to appropriate area in kitchen.
12. Reports that she is finished to the cafeteria manager.
13. Says "good-bye" to co-workers.

* Another cafeteria job, handing out hot lunch trays, also provides an excellent opportunity for social skill instruction.

Suggestions for the incorporation of social skill objectives

- greets co-workers
- greets each customer
- has appropriate social conversation with co-workers
- maintains appropriate social behavior - displays proper body posture and facial expression, avoids "silly" behavior, keeps voice volume at an acceptable level
- says "good-bye" to co-workers

Collating a School Newsletter

Note: Collating a school newsletter is a vocational task that provides an opportunity for the joint participation of disabled and nondisabled students. Some of the students will be able to perform all steps. Other students will perform fewer steps and will work cooperatively with other students to complete the task.

1. Gets work materials from office secretary.
2. Takes materials to ditto room and hands to a nondisabled co-worker (who arranges them in the correct position on the table).
3. Stands at work station at the table.
4. Picks up one paper from stack #1 and moves to right.
5. Picks up one paper from stack #2 and places it behind the first paper (right side up) and moves to right.
6. Picks up one paper from stack #3 and places it behind the second paper (right side up).*
7. Taps paper on table until all edges are even.
8. Staples top left-hand corner of papers.
9. Places stapled newsletter in the "completed" stack.
10. When all newsletters have been assembled, takes materials back to office secretary.

* This process will continue until all the papers are gone.

Suggestions for the incorporation of social skill objectives

- greets and appropriately interacts with office personnel
- greets and appropriately interacts with nondisabled co-workers
- has appropriate social conversation with co-workers
- displays appropriate social behavior - maintains proper body posture, hygiene, and facial expression, avoids "silly" behavior, keeps voice volume at an acceptable level
  interacts appropriately with office personnel when returning materials
- says "good-bye" to office personnel/co-workers

Taking a Work Break

Note: A student's job performance is judged not only on the basis of his ability to perform the job task(s), but also on his social behavior during break times.

1. Recognizes that it is break time.
2. Gets backpack/purse from closet
3. Goes to break room.
4. Occupies self with one or more of the following activities:

    - uses vending machine
    - looks at book/magazine/newspaper
    - uses restroom
    - plays table games
    - converses with co-worker(s)
    - carries out other appropriate activities

5. Recognizes that break is over.
6. Returns to work.

Suggestions for the incorporation of social skill objectives

- greets and appropriately interacts with persons in the break room
- displays appropriate social behavior - maintains proper body posture dress, hygiene and facial expressions; avoids "silly" behavior and self- stimulation; keeps voice volume at an acceptable level
- makes appropriate comments to co-workers when leaving the break room

Picking Up Trash

Note: The student can perform this job with the custodian of the site. Initially, however, the teacher would provide instruction to the student and give suggestions to the custodian on how to supervise the student in order that the teacher can remove himself or herself from the setting. The job, picking up litter, can be trained and performed across these settings: school yard, parks, parking lots, beaches, etc.

1. Greets the custodian.
2. Obtains the materials - gloves and garbage bag.
3. Walks to work area with custodian.
4. Works in the area indicated by the custodian.
5. Puts on gloves.
6. Picks up piece of litter.
7. Puts litter in garbage bag.
8. Repeats steps 6-7 until all trash has been removed from the area.
9. Puts garbage bag in trash container.
10. Takes off gloves and returns to storage area.
11. Checks out with custodian.
12. Says "good-bye" to custodian.

Suggestions for the incorporation of social skill objectives

- greets custodian
- has appropriate social conversation as they walk to the work area
- displays appropriate social behavior - maintains proper body posture, dress, hygiene, and facial expression; avoids "silly" behavior, keeps self-stimulation at an acceptable level
- interacts appropriately with custodian at check-out time
- says "good-bye" to custodian

Cleaning a Hotel/Motel Room

1. Goes to housekeeping area.
2. Punches in, using time clock.
3. Gets room assignment(s).
4. Gets pass key for correct floor.
5. Goes to laundry area and gets rags.
6. Takes elevator to the correct floor.
7. Locates linen room and uses a pass key to enter.
8. Uses checklist to stock cart.
9. Gets vacuum and rake.
10. Leaves linen room with cart, vacuum, and rake (leaves lights out, door closed).
11. Locates assigned room(s).
12. Positions cart against wall next to room.
13. Knocks and calls "Maid" before entering the room.
14. Opens the door partially, again calls "Maid" before entering the room.
15. Begins tasks assigned (specific checklists are to be used for each task).
16. When finished with cleaning room, turns off lights and closes door.
17. Pushes cart and vacuum back to linen room.
18. Removes garbage bag (if half full or more), ties knot and puts in corner of linen room.
19. Throws dirty linen down laundry chute.
20. Leaves linen room (with lights off, door shut).
21. Takes elevator back to lobby floor.
22. Returns key and assignment slip to housekeeper's office.
23. Punches out, using time clock.

<u>Suggestions for the incorporation of social skill objectives</u>

- greets co-workers
- interacts appropriately with supervisor
- interacts appropriately with hotel/motel guests
- knocks and calls "maid" before unlocking door
- calls "maid" before entering room
- goes to supervisor or co-worker for help if needed
- displays appropriate social behavior - maintains proper body posture, hygiene and facial expression; avoids "silly" behvavior, keeps voice volume at an acceptable level
- interacts appropriately at check-out time with supervisor
- says "good-bye" to co-workers

APPENDIX

SOCIAL SKILLS OBSERVATION FORM

Student: _____

WHAT TO OBSERVE	Area observed Date _____ Time _____ to _____	Area observed Date _____ Time _____ to _____	Area observed Date _____ Time _____ to _____
PARTICIPANTS Who is present? adults? students? how many? indiv. or groups?			
ACTIVITIES What are they doing? (list games, toys/ materials used)			
INTERACTION/COMMUNICATION A. Initiation How did student: a) greet b) request c) question/ comment			
B. Reaction How did student react to: a) greeting b) a request c) a question			
TEACHER INVOLVEMENT Did teacher need to intervene at all? When? Why? What type of prompts were needed?			
APPEARANCE How did student look? dress posture hygiene			
Any Comments			

TRG

WEEKDAY SCHEDULE - Worksheet 1

Student:_____

Interviewer:_____ Date:_____

List information from the time the student gets up and goes to school to the time the student arrives home from school and goes to bed.

Environment	Teaching Area	Activity	Approx. Time	Age appropriate	Present Performance/Level of Assistance Needed	Preference	Comments

STUDENT _____ WEEKDAY SCHEDULE (cont'd) Page:

Env.	Teaching Area	Activity	Approx. Time	Age appro-priate	Present Performance/Level of Assistance Needed	Pref-erence	Comments

TRG

ADDITIONAL WEEKDAY ACTIVITIES - Worksheet 2

Student: _____

Interviewer: _____ Date: _____

List any activities that occur throughout the week (M-F), but not on a daily basis.

Envir.	Teaching Area	Activity	Approx. Time	Age appro-priate	Present Performance/Level of Assistance Needed	Pref-erence	Comments

WEEKEND SCHEDULE - Worksheet 3

TRG

Student: _____

Interviewer: _____

Date: _____

List weekend activities that occur regularly

Envir.	Teaching Area	Activity	Approx. Time	Age appro-priate	Present Performance/Level of Assistance Needed	Pref-erence	Comments

PRELIMINARY SUMMARY OF PRIORITY ACTIVITIES

TRG
1/82

Student: _____

Interviewer: _____ Date: _____

1. Summarize activities from Worksheets 1, 2, and 3 that parents have indicated as HIGH preference activities for instruction. Are they still high priority? Do activities need to be added or deleted?

ACTIVITIES: PRESENT ENVIRONMENTS

(Work Sheets 1-3)

High Pref. Activity	Notes

High Pref. Activity	Notes

151

TRG

Parent Preferences:
Future Activities - Environments

Student:_____ Date:_____

Interviewer:_____

1. Have parents list the activities that they'd like their child to be doing three years from now above the dotted line. Where would these activities take place? (Use Community/Neighborhood Inventory Information -- and list below the dotted line).

2. After completing the list, have parents rank high, middle or low preference for each activity. Put the rating in the column next to the activity.

Domestic	Pref H,M,L	Recreational/ Leisure	Pref H,M,L	General Community	Pref H,M,L	Interaction with Nondisabled	Pref H,M,L	Vocational	Pref H,M,L

Information related to Social Skills, Communication System, Appropriate/Inappropriate Behavior, and Physicel Functioning

Student: _____ Date: _____

Basic Skill Needs

Social:	Communication:
Behavior:	Physical:

Doering & Hunt, 1983

TEACHER'S SUMMARY
OF BASIC SKILLS AND CRITICAL ACTIVITIES IN ALL CURRICULAR DOMAINS

KEY

Assessment Team

P - Parent
ST - Speech Therapist
OT - Occupational Therapist
PT - Physical Therapist
T - Teacher
PE - Adaptive Physical Education Instructor

Date: _____

Student: _____

Teacher: _____

1. High Priority Basic Skill Areas:	Source

	2. Priority Activities Identified by Ancillary Staff	Present (P)	Source
DOMESTIC			
RECREATIONAL			
VOCATIONAL			
COMMUNITY			

	3. Priority Activities Identified by Parent	Present (P) Future (F) Env	Rank
DOMESTIC			
RECREATIONAL			
VOCATIONAL			
COMMUNITY			

	4. Priority Activities Identified by Teacher	Present (P) Future (F) Env	Rank
DOMESTIC			
RECREATIONAL			
VOCATIONAL			
COMMUNITY			

Brown and Hunt, 1983

Student: _____ Date: _____

Basic Skills - Critical Activities Matrix

Basic Skills	Critical Activities											

Adapted from Sailor and Guess, 1983.

Student: _____

Unstructured Leisure Time

Date	Time Started	Initiation of interaction with peer	Reaction to peer initiation	Activity Chosen	With whom?	Did S return material?	Time Ended	Total Time	Comments Behavior, Appearance Possible adaptations

GLOSSARY

1. Ancillary staff - teachers and therapists who supplement the work of the classroom teacher (e.g., occupational and physical therapists, speech therapist, adaptive p.e. teacher).

2. Basic skills - these are identified within four areas: social, communication, behavior and physical, and differ from critical activities in that they cannot be learned in isolation but should be trained within and across functional activities.

3. Concurrent chain - all the steps in a chain of behavioral steps are taught at once (instead of one by one).

4. Forward serial chain - a serial chain is a series of instructional steps that could be compared to a ladder -- each step or rung must be mastered before the student moves on to the next one. A "forward" chain refers to the fact that each step will be taught in the logical order that was laid out.

5. Functional activities - an activity that someone will have to perform for the student if he can't perform it for himself (e.g., dressing herself, toileting, performing in a vocational setting, eating independently, communicating, occupying herself during free time).

6. Gradual fading of prompts - when training independent performance the instructor uses prompts, moving from the most to least intrusive as the student meets criterion at each level.

7. Reinforcer - an object or sensory stimulus that motivates a student to carry out an activity.

8. Partial participation - involvement in an activity to the greatest extent a particular student is able to be involved.

REFERENCES

Brown, Lou, Hamre-Nietupski, S., Lyon, S., Branston, M., Falvey, M. and Gruenewald, L. Curricular strategies for developing longitudinal interactions between severely handicapped and others and curricular strategies for teaching severely handicapped students to acquire and perform skills in response to naturally-occurring cues and correction procedures, Volume VIII: Part I. Madison Metropolitan School District, 1978.

Ford, A., Johnson, F., Pumpian, I., Stengert, J., Wheeler, J., et al. A longitudinal listing of chronological age-appropriate and functional activities for school aged moderately and severely handicapped students. Madison Metropolitan School District, 1980.

Frey-Doering, K. and Zanella, K. How to teach . . . Chronological age-appropriate activities for school aged moderately & severely handicapped students. Madison Metropolitan School District, 1982.

Sailor, W. and Guess, D. Severely handicapped students: An instructional design. Boston: Houghton Mifflin Company, 1983.

Training and Resource Group (TRG) is part of the Special Education Resource Network (SERN) and is funded by the California State Department of Education Office of Special Education, Personnel Development Unit, 721 Capitol Mall, Sacramento, CA 95814.

Voeltz, L., Kishi, G., Brown, S., Hemphill, N.J., Fruehling, R.T., Levy, G. and Kube, C. Special friends trainer's manual: Starting a project in your school (revised edition). Honolulu: University of Hawaii Department of Special Education, 1982.

"END OF DOCUMENT"